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The Public School and the Public Press.*

By Supt. John W. Carr, of Anderson, Ind.

This is distinctly the age of learning. Other ages have produced scholars and made splendid contributions to the fund of human knowledge. I would not disparage their achievements nor detract from their renown. But in every other age learning has been for the few—the rich and the highly favored, while now, in this country at least, it is the heritage of all. The marvelous development of our country has not been due alone to our natural resources, but primarily to the intelligence and energy of our people. Our rapid conquest of the markets of the world is due chiefly to the genius of the captains of American industry and to the intelligence of American workingmen. We are supreme in agriculture not alone because of the fertility of our soil, but because of the fertility of our brains. The wonders of science, the marvels of invention, the triumph of mechanical and industrial arts, the substitution of machinery to do the world's work instead of man and beast, the conquest of time and space by means of steam and electricity, the improvement of food plants and the invention of new ones; the multiplication of libraries and schools and books and newspapers, the increase of travel and the wonderful exchange of thought—these are characteristic of the times and attest the fact that this is primarily the age of learning.

Universal Education Impossible Without Common Schools and the Public Press.

Now, such an age of universal learning would not have been possible without the public school and the public press. The public school gives to all the people the rudiments of knowledge and in these latter days, thru the agency of the public high school, science and literature and some of the culture of the race is becoming the heritage of the common folk—reaching all of the people. The work of universal education begun by the public school is continued and extended by the public press. Our knowledge of geography and history, yes, even of science and art would grow dimmer and dimmer, perhaps in many instances entirely vanish, if it were not for the public press. Questions of government and society and commerce and finance and education and religion and science and art—in short all the questions of peace and war are discussed daily in the public press, and by that means the work of universal education goes on and on.

The public school is the hope of our country; the public press, the bulwark of our liberties. The two are inseparable—the one useless without the other. They are the twin children of democracy, the embodiment of freedom and enlightenment.

But my real purpose is not to extol the great-

* Address (slightly abridged) delivered before the National Editorial Association at Guthrie, Oklahoma, on June 8, 1905. Mr. Carr is the president of the Department of Superintendence, N. E. A.

ness of either the public schools or the public press, it is rather to point out their limitations and imperfections, and especially to show how each may be helpful to the other and how both may render a greater service to their country and to mankind.

Some Problems that Confront the Public Schools.

Great as has been the work of the public school, yet there are many problems to be solved and many difficulties to be overcome before it is capable of doing its noblest work. In many localities the schools are crippled because there is not the proper intelligent patriotic public sentiment back of them. The best of one generation should be the teachers of the next. This is impossible so long as teaching is regarded as a menial task and teachers are ground down by poverty and subject to dismissal without cause at the whim of any one who may be elevated to power. Good physical environments, a course of study suited to the needs of the people, competent teachers to instruct, wise and economic administration of school affairs, proper and wholesome discipline, high ideals not only of scholarship but of character, above all splendid teaching and noble living in the school-room, and intelligent loyal support out of the school-room—these things are essential in every community if the public school is to perform its highest mission.

How the Press May Help.

The public press can render a great service to the public schools, and at the same time a greater service to the country, by insisting that the public schools shall forever be divorced from partisan and personal politics; by seeing to it that no man who has an ax to grind, or a friend to reward, or an enemy to punish be elected to administer the affairs of the school; by demanding competent teachers—men and women of scholarship, ability, and power—to teach the children of all, and then by insisting that the teachers receive living wages for the services rendered. The miner who digs the coal that runs your engine, the printer who sets your type, the pressman who prints your newspapers, the postal clerk who weighs and distributes them, yes, even the rural mail carrier who delivers them to the farmers in the country—each of these is paid from one and a half to two or three times as much as the man or woman who teaches your children! We pension the soldiers of war; we build monuments to commemorate their deeds of heroism; we honor them in every way possible while they are living, and with loving hands we strew flowers upon their graves when they are dead. And it is well. I would not have it otherwise. But shall the soldiers of peace—the teachers of the nation, shall these men and women who are giving the best years of their lives to the instruction of children, who are taking hostages of the future in order to secure the peace and pros-

perity of their country, shall they be paid a mere pittance for their services while they can serve, shall they be dismissed in disgrace without cause and then compelled to live in poverty in their old age?

A better understanding between the public schools and the public press would not redound to the benefit of the former alone. As the schools improve in efficiency, the people advance in knowledge and wealth. This advancement has made the development and the multiplication of daily newspapers possible. The better educated the people are, the greater is the demand for newspapers and the greater is the power and influence of editors. A metropolitan newspaper in the Soudan or among the Igorotes would neither be profitable nor influential.

The Better the Schools, the Better the Newspapers.

Again, as the people increase in intelligence and knowledge they demand better things of the press. You can judge of the intelligence and tastes, yes, even the morals of a people by the kind of newspapers they read. If the news-columns are filled with the pruulent and the sensational, if the language is coarse and slangy, if there is a dearth of science, art, literature and religion, if the editorials are abusive or don't ring true, if the advertisements appeal to the ignorance, cupidity, infirmities, and appetites of the people—if these things abound in the newspapers, they are, or soon will be, indicative of the intelligence, the tastes and the morals of their readers. It is a significant fact that even advertisements are graded, not only in reference to the occupation of people reached, but by their intelligence, integrity, and credibility.

As the public schools improve in efficiency, the newspapers will contain fewer misstatements, fewer personalities, less sophistry, less demagogery, and more that ennobles and uplifts. As editors and teachers become better acquainted, they will understand each other better and each will have more sympathy, more respect for the other. Teachers will not regard editors as coarse, critical, unsympathetic, and cynical; neither will editors regard all teachers as impractical, pedantic, sentimental, and soft—fit subjects only for caricature and ridicule. On the other hand, they will understand each other better, and each will have more sympathy and more respect for the other.

The Larger Benefits of a Closer Union.

But the benefits to the public schools and the public press arising from a closer union between the two are insignificant compared to the benefits to the country at large from such a union. It has been the dream of my life to see this union made effective and perpetual and to see these two mighty agencies of democracy, inspired by the highest motives, working side by side to dethrone evil and to exalt righteousness.

In America we have all races, all nationalities, all languages, all sects, all religions, every condition of wealth and poverty, all ideas of government and personal liberty—all these working together side by side, usually in harmony, sometimes clashing, sometimes rioting, but always elements of danger—the live wire passing thru the powder in the magazine. It is the glory of public schools to be the chief agency in assimilating and unifying these heterogeneous elements, making Americans out of all with common ideals and a common patriotism. It is in the public schools that the children of all classes—rich and poor, white and black, foreign and American born—all are given the same opportunities, all are taught one language, all are taught to love, protect, and defend one country and one flag. But how much more

effectively could this work be done if there were a closer union between the public schools and the public press—a complete understanding, a common program. The teachers would teach the children, the editors would instruct their parents. A common patriotism would be taught in the schoolroom, a common patriotism disseminated by the press. True comradeship taught in the schools—brotherly love preached by the newspapers. Such a union and such an understanding would mean less prejudice, less faction, less strife. It would mean closer unity, more harmony, and a broader patriotism. It would mean that reason would be appealed to more and passion less; justice more and selfish interests less; the welfare of all, not the aggrandizement of the few. Yes, the press would publish the news—all the news—the works of righteousness as well as the works of iniquity, but there would be greater effort not to excite hatred. We would not fondle the serpent nor play above the den of the cockatrice.

Disregard for Law, a Menace to Society.

There is a still greater problem to be solved: it is the problem of obedience to law.

Disregard for law is the most common, the most insidious, and the most dangerous of all our national sins. It is so widespread and affects so many classes that if it is not checked it will become a positive menace to society. It manifests itself in various ways and in all parts of our country. Children in many homes defy parental authority. Demagogues are all too frequently elected to office only to betray the people they are supposed to serve. Great labor organizations sometimes rush into unwise and unjustifiable strikes, resulting in loss of property, acts of violence, and all too frequently terminating in bloodshed and murder. Some business men and so-called good citizens resort to bribery and all sorts of finesse in order to obtain valuable franchises and other public utilities without adequate compensation to the people. Great corporations sometimes rise to opulence and power by resorting to espionage, bribery, oppression and crimes of various sorts. But in whatever form, whether as riots, or mobs, or white-cappings, or lynchings, or the evasion of the liquor laws, or perjury, or rebates to shippers, or tax dodging, or vote buying, or the prostitution of official position, or the purchase of legislatures, it is all one thing—*disregard for law*.

If this national disease is to be cured, we must go to the very root of the matter. Children must be taught obedience and respect for law and constituted authority. There must be better discipline in the home and in the public schools. I do not plead for the sternness, harshness, and brutality of the old-time discipline, but even that is preferable to much of our soft sentimentality, that causes us to be afraid to spank Johnny for fear he will die, or will never love us any more. But Johnny will not die and he will grow only the stronger in character and love because his parents and teachers have taught him a wholesome regard for law. The public schools will fail, miserably fail, if there is not proper discipline in them. Chicago has banished the rod from the schools, but she has not done away with the policeman's club and the fixed bayonets of armed soldiery.

The public press can assist greatly in the maintenance of proper discipline in the schools. If the press insists that there shall be proper discipline, if it refrains from giving undue publicity in magnified form to every little case that arises, if it refuses to champion the cause of every callow youth who fails to pass in his studies or has been spanked or suspended on account of his misconduct, if it declines to give the use of its columns to Tom,

Dick, and Harry, in order that they may air their grievances or get even with their teachers—such a policy will aid teachers and school officials not only in the maintenance of proper discipline in the schools, but in the development of citizens that will respect and obey the law after they leave the schools.

While the public press can assist teachers greatly in training children to respect and obey law, yet it has a still greater privilege, and a higher duty to perform—it is to demand that adults obey the law and that no class be privileged to disregard it. This duty and this responsibility can no more be evaded than the sentinel can evade responsibility for the welfare of the army while he is on picket duty in the presence of the enemy.

The Patriotism of Peace.

The greatest good to be derived from a closer union between public schools and the public press is that, united they can aid mightily in instilling a higher patriotism among the people—the patriotism of peace. It is a noble thing to defend one's country in time of war; it is no less noble to protect it and to cherish it in time of peace. It requires sublime courage to stand up before the bullets of an armed foe. It requires also a high order of courage to stand up before the onslaughts of the party boss, the allurements of "big money," the blandishments of office and power and to champion successfully the cause of good government. Clark of Minneapolis, Weaver of Philadelphia, Folk of Missouri, and President Roosevelt, are heroes of peace and it is our duty to hail them as such. It is a great thing to accumulate property and pile up wealth; it is a greater thing to use that wealth for the highest good. Wealth should no more be prostituted than virtue, or honor, or power. It is a glorious thing for the public schools and the public press to be the chief disseminators of knowledge, yet that knowledge becomes a curse if misdirected.

The patriotism of peace teaches the homely virtues of honesty, truth, justice, temperance, chastity, and mercy. It teaches that all men are equal before the law, and demands for every man

the right to work and to enjoy in peace the fruits of his honest toil. It rewards fidelity and punishes treachery in public office the same as on the battlefield. It believes that wrong is wrong, and crime is crime whether or not they are so designated in the statute books. It believes that the hard doctrine of competition and commercial intolerance should be mollified by the practice of brotherly love. In its declaration of principles, it not only includes the Ten Commandments but the Sermon on the Mount. I know that these are ideal things, but they are the things for which the world stands most in need.



Astonishing Answers.

How are these for examination answers?

"John Wycliffe invented gunpowder and discovered magnifying glasses."

"Wat Tyler was a kind of descendant to that of Wycliffe of the same nature."

"Magna Carta said that people should not be imprisoned for debt if they had enough money to pay it off."

"Simon de Montfort was called Simple Simon."

"The battle of Hastings was fought at Shrewsbury."

"The Black Prince is always the eldest son of the king of England."

"The court of common pleas should be stationary and go thru each county four times a year."

"Magna Carta said that common pleas should not be carried about on the king's person."

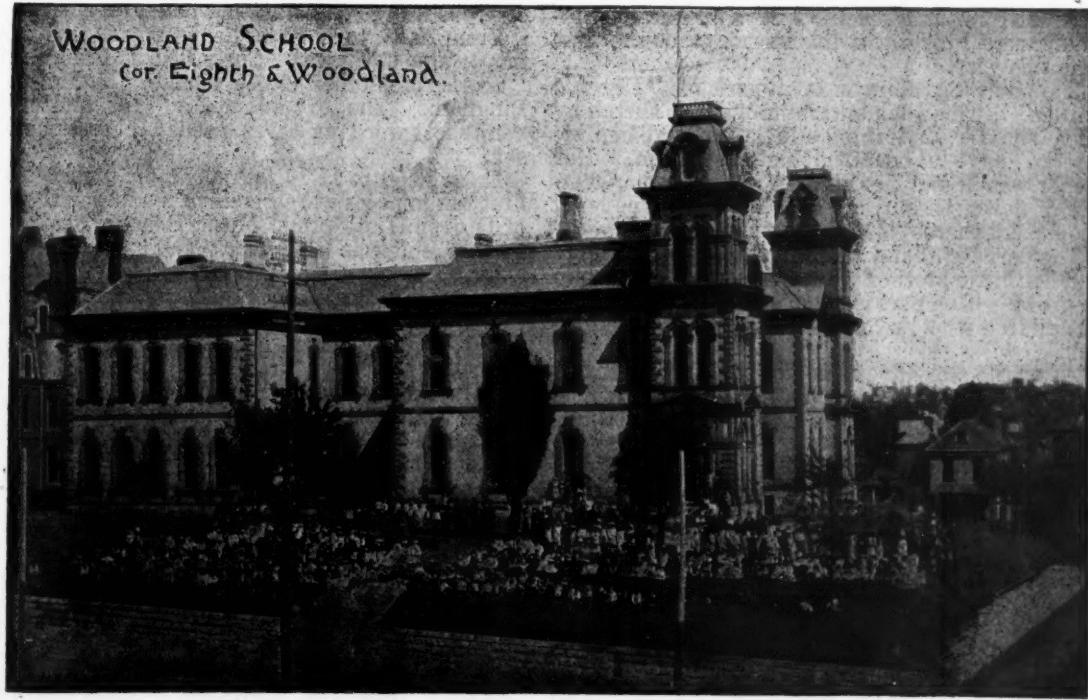
"At Bannockburn the Scotch placed honeycombs in the ground, which threw the English into confusion." (The real meaning is, of course, that the ground was honeycombed with pits.)

"The Black Prince extinguished himself at Crecy: he afterwards returned home shaggered with health and debts."

"Wat Tyler led the pheasants' revolt; he himself was a pheasant."

The following is from a Euclid paper:—

"An angle is the exclamation made by two lines on meeting in a plain."—*Educational Record*.



A Public School of Kansas City, Mo.—J. M. Greenwood, superintendent.

A Day at Hyannis: Third Grade of the Training School.

By Mabel M. Kimball, Principal of the Primary Department.

All school days are not alike. The problems at Hyannis are similar to those in scores of other schools, and when night comes we often feel that we have not been able to accomplish all that we had planned for the day.

The doors of the school building are opened for the children at a quarter before nine o'clock. They come in singly, by twos, or in groups, pass to their seats, and begin work. On the front board are placed several mechanical problems called "Before Gong Work." The first child to enter the room usually passes small slips of paper for this work.

In one corner of the room a little dining-room has been fitted up with burlap rugs, a dining table, a small closet which answers the purpose of sideboard and dish closet combined, pictures on a burlap covered board, small table with a fern, six straight chairs, and three rocking chairs.

The children take care of this room, enjoy it, occasionally lay the table and eat a meal in it, and I feel that they have gained many helpful lessons from it.

Each morning a part of the children do some housekeeping work before solving the problems. One child waters the plants, one feeds the chickens, two boys sweep the room, two sweep the corridor, two or three girls put the dining-room in order, one dusts chalk trays, another window sills, while a third takes care of the bookcase, so that by nine o'clock the housework is done. Two-thirds of the children have the problems solved and all have been busy. When the nine o'clock gong strikes, the answers are given, papers are corrected and collected, and the devotional exercises are begun.

On this particular day Ps. 100 was given, the Lord's Prayer was repeated, and the little hymn, "Can a little child like me," was sung. This song is from the book "Songs and Games for Little Ones," prepared by Gertrude Walker and Harriet Jenks. Then the new flowers were recognized. A few violets, a spray of forget-me-nots, one of flowering currant, and several sprays of lilies-of-the-valley were brought in this morning for the first time this year.

The morning story was a part of "Peggy's Garden." This is an entertaining little sketch by Celia Thaxter, describing a little girl and her effort to have a beautiful flower garden. Her father was ill and her object was to have a quantity of flowers beautiful enough to sell to the hotel people and thereby gain the family living.

The part for to-day described the joy of Peggy and her little brother when the first seeds began to grow. This part is always keenly appreciated by children who are making and watching a garden.

After the story five minutes was given to Swedish gymnastic work. The next period, 9.25 to 9.50, was given to oral or class work in arithmetic.

First, a five-minute drill was given on multiplication facts. This problem was then slated: "Each child is to plant two rows of flower seeds the long way of the flower plot (7 feet). Two stakes will be needed for stretching the string, and 6 inches must be allowed for tying to each stake. How many feet of string must be measured for each row?" A few knew immediately. Some needed the questions, "What is to be the length of the drill?" and "How much string must be allowed for 2 stakes?" When all were sure, yard sticks were passed, and each child measured 2

pieces of string each 9 feet long, wound them on pieces of paper and put carefully into his pocket for use in the garden later in the day.

Oral problems were then given on areas and perimeters, followed by simple shopping problems in which the cost of one article is given, to find the cost of several and vice-versa; also the cost of a list of articles.

From 9.50 to 10.10 the children worked on their written arithmetic. Before school the following problems had been written on the board for this work:

1. Each child has a vegetable plot 16 feet long and 7 feet wide. How many square feet must each one spade?

2. Each lath is four feet long. It will exactly make 2 stakes. How long is each stake?

Our labels are 1 foot long. How many can be made from each lath?

3. There are 16 beds in the flower garden. Each bed requires four stakes for the corners. How many stakes will be needed for the 16 beds?

4. How many laths will cut into 64 stakes?

5. How many long stakes are needed for the entire garden? The dahlia beds need 8, the border beds 28, the vegetable beds 64, and the flower beds 64 stakes.

6. What is the perimeter of a plot 16 feet by 7 feet?

7. How much string will be needed to stretch around a plot of this size allowing 6 inches for each corner stake?

From 10.10 to 10.25 an outdoor recess was enjoyed. The games at recess are always supervised by at least one teacher who is not to act as a policeman, but to suggest games to the children who lack initiative power, and to see that all get exercise in some way and do not spend their time either in moping or gossiping.

Just at present the girls are interested in "Hop Scotch" and "Oats, Peas, Beans, and Barley." The small boys are playing "horse," and the larger ones are using small vaulting poles.

From 10.25 to 10.50 is the period for oral reading. The story was "Curly Locks' Peas," from "Stories of Mother Goose Village," by Madge A. Bingham. The text was not difficult, and only a very short word drill was needed before the lesson.

From 10.50 to 11.10 was spent on music. The first ten minutes were given to reading in the Key of D, from The Normal Music Reader, Book One. Part of this was class work and part individual work. The last ten minutes were spent in learning a song, "The Birth of the Butterfly," from "Songs of the Child World," Gayner, and in singing three songs already learned—"Greeting to Spring," from "Song Echoes from Child Land," "Oh, the Lovely, Lovely May," from "Songs and Games for Little Ones," and "See the Busy Farmer," or "Song of the Loaf of Bread," from "Songs of the Child World."

From 11.10 till 12.00 the class worked in their garden plots. They raked their flower-beds, then measured one-half a foot from the side of their plots, drove stakes, stretched and tied strings for two rows, one foot apart. Then they were taught how to make a shallow drill and how the seeds should be planted. Three of the children had time to plant their seeds.

In the afternoon the doors are opened at one o'clock. Regular work begins at a quarter after one. The children who come in between one and

a quarter after, begin the preparation of the spelling lesson. The spelling words were:

toads	marigolds
absorbing	scabiosa
lettuce	larkspur
radishes	measured
zinnias	stretched

These were studied by the children, then the Chinese method of "backing the lesson" was tried. The child turns his back to the teacher and blackboard, and spells orally. If he fails he faces the board and visualizes again. After this the words were erased, dictated, and written by the children in a spelling blank. Occasionally the words are dictated and put into sentences by the children.

The period from 1.35 to 2.00 is given alternately to science or geography. To-day it was devoted to science. In April we tried to find toad's eggs but were unsuccessful. Frog's eggs were obtained, also polliwogs of various ages. These were studied, and drawings of toad's eggs made on the board to show how they compared with the frog's eggs. The short time required for the development of the toads was talked about, and as soon as the toads appeared in the garden they were watched there. They were also brought into the school-room and placed in a large glass jar with earth in the bottom and netting over the top, so that we could study the appearance of the toad, see his tongue, and watch him catch bugs and flies. An experiment to prove how he gets water was tried. One toad was placed in a dry, empty jar and kept without dampness or moisture of any kind for a day and night. In the morning he was carefully weighed and the weight was three and two-tenths grams. Then he was placed on a piece of blotting paper soaked with water. At the end of one and one-half hours he was again weighed and weighed six and two-tenths grams, showing that three grams of moisture had been absorbed into the body.

The lesson to-day was a review of the following topics:

- Outside coat.
- Warts.
- Protective color.
- What and how he eats.
- How he drinks.
- Use in the garden.
- His home in winter.
- How and when he sheds his coat.

Then how we may save or protect toads was discussed. It was suggested that we should never harm any and should try to induce other people not to harm them. We read that quantities of toads have been destroyed by bonfires, and so decided that bonfires should be made after the ground had frozen in the fall and before the frost is out of the ground in the spring.

From 2.00 until 2.10 the following quotation was studied and written for practice in good penmanship: "The man who has planted a garden feels that he has done something for the good of the world."

From 2.10 to 2.25 is an out-door recess period similar to the morning one already described.

From 2.25 to 3.00 an oral review was given on what was done in the garden this morning. The date and new and unusual words were placed on the board. Then the children wrote the record on a slip of paper. The teacher went from desk to desk beginning with the child who finished first and read the record with the child, pointing out the errors made and helping him to correct the same. This individual work may seem slow at first but it pays well in the end, for in a few weeks the gain made by the child is very notice-

able. As soon as each child's work was corrected he copied the record in his Garden Diary. The following is a page from a child's diary for this day:

Wednesday, May 10.

We raked our flower beds. We each have half a plot for flowers. We are going to plant two rows. Our first row is half a foot from the edge of the plot. The second row is one foot from the first. Lester, Norman, and I planted our seeds. We made a drill one inch deep and planted our seeds close together. Then we covered the seeds, patted them down, and watered them. I planted scarlet zinnias. Norman planted rose zinnias, and Lester planted Danish flag poppies.

At three o'clock a tiny radish plant was given to each child. These were obtained from the garden where the rows needed thinning. Water, boxes of paints, brushes, and paper were passed. The little plants were carefully observed, the small, two-lobed seed-leaves were carefully noted, also the delicate stem and tiny root. The children were then told to put a drop of water on each pan of paint. While the paints were softening, the teacher with her own materials showed them how to mix the paint and brush in the delicate green seed leaves. Then quickly cleaning the brush and using almost clear water, with just a suggestion of yellow merging into a suggestion of red, she drew the stem ending with the little thread-like roots, showing the least bit of brown earth still clinging to them.

The children then began work. Those who were successful before the hour was over were given the next stage. In this four leaves were seen and the difference in shape between the seed leaves and the next two leaves was carefully noticed.

At 3.40 papers were collected, brushes washed, water pans emptied and cleaned, paint boxes washed, and all were put into their proper places. This took more than five minutes, so two girls asked to remain after school and finish the work. The rest of the children were dismissed at 3.45.



Tomb of Theodosius.

The Emperor Theodosius, whose tomb has just been discovered near Milan, is famous in the history of Christianity. It was he who finally abolished paganism, destroying the splendid Greek temples and persecuting the adherents of the old religion with almost as much rigor as former emperors had persecuted the Christians. At his death, in 395, Christianity had become the ruling faith of the Roman Empire. His name is always associated with that of St. Ambrose, archbishop of Milan, and one of the four great Latin fathers of the church—the others being Jerome, Augustine, and Gregory. St. Ambrose was the emperor's friend and spiritual adviser, and once exacted a striking penance from him. Theodosius, in a fit of rage, had ordered a general massacre of the citizens of Thessalonica, who had killed several of his officers in a riot. When St. Ambrose heard of the cruel deed he warned Theodosius not to approach the altar until he had shown his penitence. The emperor, disregarding the advice, came to church as usual, but was stopped in the porch by St. Ambrose and sent away. Not until Theodosius had spent eight months in doing penance and had finally prostrated himself on the pavement outside the church did the stern archbishop give him absolution for his crime. This dramatic scene—the triumph of the church over the secular power—is well represented at the National Gallery in Van Dyck's copy of a famous Rubens, now at Vienna.—London Chronicle.

Mental Types in Our Schools.*

By President Arthur T. Hadley, Yale University.

While the elective system in our schools and colleges is far better than the old system of many years ago, yet it has faults as well as merits. In a paper in *Harper's Magazine* for June, President Hadley of Yale university reviews the educational system of our grandfathers, and the development of the elective system. It is Dr. Hadley's opinion that the present system encourages pupils to specialize before they are old enough to make choices intelligently. In many cases it leads to the neglect of that general training in accuracy and regularity of work apart from artificially stimulated interest in the subject-matter, which is essential to the boy or girl who is going to succeed in after-life. These difficulties and evils show that there is something radically wrong about the principles under which we are working. They do not prove that we should go back to the old system; but they indicate that we should go forward in a somewhat different direction from that which we have recently pursued.

For many years Dr. Hadley has been advising students in regard to their elective studies. He has found that while the students were varied in their characters and ambitions, they fell, with few exceptions into three singularly well-defined groups, according as they were interested in facts, in ideas, or in affairs. The boy who is interested in facts, Dr. Hadley says is the one who has what is known as the scientific type of mind. It is from such boys that we recruit the ranks of our physicians, engineers, manufacturers, technologists, or skilled operatives in the various departments of production and commerce. The boy who is interested in ideas belongs to the literary type. From such boys we develop journalists, preachers, teachers, or barristers. The boy who is interested in affairs, belongs to the administrative type. Among such boys we find successful merchants, financiers, legal advisers, or constructive statesmen. If we find out to which of these types a boy belongs, we can give him and those like him an education which will stimulate his interest on the broadest possible lines, and prepare him, not for some single profession which may ultimately prove out of his reach, but for any and all of that group of professions for which he is naturally fitted.

It may be argued that this division of boys according to mental types may result in a system offering scientific courses to one set of boys, literary courses to another set, and commercial courses to a third. The answer to this argument is No. The difference is not between subjects, but between different methods of getting at the same subject. One boy gets at all subjects—whether physics, language, or history—from the standpoint of the scientific investigator, another from that of the literary expositor, and a third from that of the practical administrator. One reads for the substance, another for the impression, a third for the utility. Here is where the skill of the teacher has a chance for full play. Dr. Hadley thinks that the proper teacher in the study of chemistry, for instance, may make the subject intensely interesting, either to the general reader, who wishes scientific laws of the present day in philosophical form, or to the practical man of business, who cares more for what the chemist can do than for the laws which he discovers. Instead of encouraging the teacher of such a subject to narrow the appeal which the subject makes to boys of one

type, which is the general tendency of the elective system as it has been managed in the last generation, we should urge him as far as lies in his power to extend and differentiate his teaching to meet the needs of boys of all three types. In the majority of courses of study it is surprisingly easy to do this.

Let the teacher once learn that he can make his subject interesting to all pupils if only he gets at it in their several ways, and you give him a larger field of usefulness, a higher enthusiasm for his special line of work, and a power of bringing that line into co-ordination with the needs of the citizen as well as those of the specialist.

President Hadley further states that it should be the aim of parents and teachers to find out as soon as possible to which of these types a boy or girl belongs; and having found this out, to select classes where the methods of study are the ones which arouse present interests, and are likely to meet future wants. In choosing a course for such boys it is advisable not to follow the present plan of trying to pick out specific subjects which are supposed to be specially attractive or useful. This specialization may well be deferred till they enter the technical school. It would be better to keep their range of interests as wide as possible, encouraging them to seek the teacher who knows how to train their minds in methods which they are going to use in after-life, on subjects outside of the probable sphere of their professional study.

Now comes the question of deciding to which of these types a boy or girl belongs. What are the specific methods which are characteristic of each of these types, and the specific ways of getting at the children so as to arouse their interest, and make the work more effective? In classifying these types Dr. Hadley says: It might be at first supposed that the boy who was most obviously interested in experiments belonged to the scientific type, while the boy who cared more for reading belonged to the literary type. But the matter cannot be determined in this way. So far as my experience goes, the boy who cares most for the kind of observations and experiments that are taught in the kindergartens is more likely to belong to the literary type, while the one who cares most for the better sort of reading which is put into the hands of boys to-day, is more likely to belong to the scientific type. The scientific boy is intensely fond of ascertaining facts from books. Caring relatively little for the style, he reads them fast. Caring much for the subject-matter, he remembers that subject-matter well. Put him in an elementary class in natural science to find out things for himself, and he is relatively slow in reaching his results. When he has more or less successfully made an experiment in the class-room, he does not delude himself with the idea that he has discovered a fact for the first time and apprehended all its consequences. To quote a stray remark of Carlyle, he knows what a portentous thing a fact is. It is the boy of literary type who welcomes the results of these experiments which he has made with the greatest enthusiasm, and feels himself lifted to a high plane of intellectual emotion by the joy of discovery. Most parents and nearly all teachers have witnessed this exaltation of discovery, and have congratulated themselves on the wonderful interest in study which they have aroused—only to wonder, when the next day comes around, that so large an amount of emotion can be attended by so small an exercise of memory. The boy of liter-

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ary type, while usually a rapid investigator experimentally, is by no means an equally rapid reader. He often reads more slowly than the scientific boy, because he cares for the form as well as the substance, and likes to linger over the phrases themselves. He regards each sentence in the light of a pleasure-carriage from which he may enjoy the scenery, instead of a trolley-car to carry him to his destination or an electric express to bring facts to the market. The reading of the scientific boy is rapid, and his experimentation patient and accurate rather than brilliant; the boy of literary taste and temperament enjoys rapid experiments and leisurely reading.

The boy whose interest is in affairs rather than in science or literature can be distinguished in the early stages of his school life, chiefly by the absence of either of these groups of traits which I have just noted. He is, as a rule, very much harder for the teacher to get at than the boy of either of the other types. To make use of books or experiments as a means of dealing with practical affairs requires a good deal of maturity of mind; and this is just what, in the very nature of the case, the young child does not possess. In fact, some children who show later the dominant interest in affairs seem during these early stages, before they have acquired maturity, to belong to the literary or, more rarely, to the scientific type. But in the great majority of cases, the child of this type in his instinctive attitude toward the class-room work seems very like the child who is simply stupid or lazy. It is when you watch the dealings of such a boy or girl with the other boys or girls in the school that the difference becomes apparent. The child of administrative type cares for the life of the community in which he lives. He is generally a leader in sports. He is always a leader in every form of social organization. Whatever creates a school spirit or school atmosphere, and makes him feel himself a part of the school organization, renders him willing to do the work which that organization requires. In dealing with this type, we find those students to whom the college life offers most; and such students, for the sake of having their part in that life, are willing to meet scholastic requirements in the way of studies which have no great interest to them personally. In this predominance of the ethical element, in this readiness to do what is expected of him as a member of the community apart from the immediate question of like or dislike, we recognize the successful administrator.



Supt. Thompson Goes to Auburn.

By ANNIE STETSON PERKINS.

There are reasons which it is of interest to note, when a superintendent of schools is as universally popular and widely influential as is Superintendent Thompson, of Wakefield and Lynnfield, Mass. Mr. Thompson has recently received a most urgent and entirely unsolicited invitation to accept the superintendency at Auburn, N. Y. Altho the universal sentiment of the people of Wakefield and Lynnfield is that of deep regret for their own loss, they can but rejoice at any gain to Mr. Thompson. They regard his advancement as a thing to be expected. He will go to the new field with the best wishes of many friends.

One reason for Mr. Thompson's popularity is his winning personality. He is to the young people under his care an inspiration. It is given to few men to exert a more potent influence for good. He gives the best that is in him to his profession. We need not speak at length of his fitness for his work from an educational standpoint. A glance at the record of training and experience he has re-

ceived will show how wide a range of subjects bearing upon his work has claimed his earnest attention and how much he has accomplished in many lines.

Mr. Thompson is especially successful in dealing with the "parent problem." His teachers declare that co-operation is secured in a truly remarkable degree thru his efforts. He always notes and meets every complaint and demand of parents, replying with courtesy to the most unreasonable and sarcastic words. He brings to the teachers at their meetings, wise and kindly suggestions gleaned from letters received.

The all-around man is appreciated to-day in professional life, and such, in the best interpretation of the phrase, is Mr. Thompson. His work in the church, Sunday school, and social circle is of the noblest character. His influence is exerted in broadening the social life of the teachers under his supervision and he has always made for himself a very large circle of friends in all places where he has held office.

Alfred C. Thompson was born in Norwich, Conn., Mar. 25, 1867. After completing the common school studies, he took a business and commercial course at Baltic, Conn. In 1884, he entered the Norwich Free academy (Norwich, Conn.), graduating in 1888. During the academy course the young man was manager of the baseball nine,



Alfred C. Thompson.

captain of the football team, and president of his class. In 1888 he entered Yale college. While at college he played center on his class football team, rowed on his class crew at New London, and won his "Y" as a member of the '91 Yale Mott Haven team. Also, during his college course, the young man studied law one year with Hon. E. J. Phelps and Hon. W. C. Robinson, both professors in Yale university, and received from them a certificate for the work done in this elective work. The elective course in military science at Yale is under the recognition of the national government. This course Mr. Thompson also took, receiving a cadetship upon the successful completion of the work. He was graduated from Yale with honors in 1892.

During the summer of 1899 he took a course in psychology, biology, pedagogy, and anthropology at Clark university (Worcester, Mass.), and holds the university's certificate for the work done. During the summer of 1900 he took a course in psychology, pedagogy, and political economy in "Ludwig-Maximilians-Universitat," Munich, Germany. Mr. Thompson subscribed to, and faith-

fully attended the Twentieth Century Lecture Course in Boston during the winters of 1902-3 and 1903-4, making a thoro study of the subjects treated. He has recently completed a course in sloyd with Mr. Gustaf Larsson at the Sloyd training school, Boston.

Mr. Thompson has held the following school positions: Principal of Hopkins academy, Hadley, Mass., three years, salary \$800; principal of Rutland (Vermont) high school, two years, salary \$1500; superintendent of schools, Palmer, Mass., five years, salary \$1800; superintendent of schools, Wakefield and Lynnfield, Mass., three years, salary \$2000. He has recently been elected to the office of superintendent of schools, Auburn, New York, at a salary of \$2750, his duties to begin in September, 1905.

While principal of Rutland high school, Mr. Thompson gained considerable experience in grade work. Having full charge of the normal course of the high school, and directing the normal students' observation work in all the grades of the city schools, he was enabled to make a thoro study of methods.

During his stay in Palmer, Mr. Thompson was appointed by the town a member of the town building committee. In Wakefield he was appointed to a like position. As might be expected, he rendered efficient and conscientious service in this capacity. He is conversant with up-to-date ideas in the matter of construction and equipment of school buildings, and has made a study of the best methods of sanitation and ventilation.

Among his co-workers in Massachusetts Mr. Thompson is deservedly popular, and is spoken of as one of the most successful superintendents of the state. He has held the office of president of the Hampden County (Mass.) Teachers' association, and is at present secretary and treasurer of the New England Association of School Superintendents.

Mr. Thompson has traveled extensively in his own country, in the British Isles, France, Switzerland, Italy, Austria-Hungary, the German empire, Belgium, and the Netherlands. He has appeared upon the lecture platform most acceptably, and has done considerable literary work for standard periodicals and magazines.

In 1896 Mr. Thompson was married to Miss Lina Miriam Cook, at Hadley, Mass. Two little daughters have been born into the home, Miriam and Elizabeth. The latter died May 9, 1905. In their hour of bereavement Mr. and Mrs. Thompson were surrounded by the sympathy of hosts of friends to whom they had endeared themselves and who were eager to bring a measure of consolation into the saddened home whose atmosphere was always an inspiration to any who came into touch with it in any degree.

As Mr. Thompson goes to another and larger field, his career will be followed by the earnest regard and true interest of his Massachusetts friends. At a reception given in his honor at Flanley hall, Wakefield, June 22, by the teachers of Wakefield and Lynnfield, these sentiments were voiced with unanimity and heartfelt sincerity.

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A Normal Class at work in the Sloyd Training School at Boston. The tools used in this school were supplied by Chandler & Barber, by whose courtesy this illustration is used.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Salaries at Asheville, N. C.

[Passed by resolution June 10, 1905.]

Classification: Grade teachers shall be classified according to their qualification for the work. Eligibility to entrance into any class shall be based upon scholarship, professional training, experience, and success. Ranked in their order of importance these qualifications are as follows:

1. Success, involving personality and school-room efficiency.
2. Educational preparation, as shown in professional, cultural, and academic training.
3. Experience, considering grade and length of teaching service.

Class "A" shall consist of (1) graduates of an approved university or normal college, with three or more years successful experience in a city graded system of known efficiency; (2) teachers whose native aptitude and uniform teaching success and personal worth, give them first rank in the estimation of the superintendent and the school committee. To be eligible to this class, said teachers must have taught five years in the Asheville schools or its equivalent in a good city system, and present evidences of systematic work and study under some person or institution of accredited worth. Teachers of class "A" having strong administrative and supervising ability shall be eligible to principalships in elementary schools. Those in class "A" (1) having specialized in some subject or department, shall be eligible to high school work or to special supervision.

Class "B" shall consist of (1) graduates of an approved normal school or college, and who have had two or more years' experience in city school work; (2) undergraduates of an approved normal school or college (not less than two years counted), who have had three or more years successful experience in city graded work; (3) teachers whose native aptitude, personal worth, and success in teaching gives them second rank in the estimation of the superintendent and the school committee. To be eligible to the last named class (3) teachers must have taught four years in the Asheville schools and present evidences of self-directed or other work, leading to increased power and breadth of culture. Teachers of this class (B) may be advanced to class A when the conditions of said class are fully met.

Class "C" shall consist of graduates of the Asheville or other approved high schools, who have had two or more years undergraduate work in an approved normal school or college; (2) teachers who in the estimation of the superintendent and the school committee rank third in school-room efficiency. Teachers of this class (C), may be advanced to either class B or class A upon meeting the conditions of those classes.

Salary Gradation: The salary grades, as to limits, will comport with the dignity of the respective classes, the minimum and maximum of which shall be as follows:

	Class A	Class B	Class C
Minimum	\$475	\$425	\$350
Maximum	\$650	\$600	\$500

The high school class shall consist of graduates of an approved university or normal college, with three or more years of successful experience in a city graded system of known efficiency; (2) teachers whose native aptitude, personal worth, and uniform teaching success give them first rank in the

estimation of the superintendent and the school committee. To be eligible to this class (2), said teachers must have taught seven years in the Asheville schools, or its equivalent in a good city school system elsewhere, and present evidences of systematic work and study under the direction of some person or institution of accredited worth. The minimum salary for this class shall be \$500 per year and the maximum, \$750.

Salary advancement will be made upon school-room proficiency, breadth of culture, and helpful influence upon the general spirit of the school, and not upon a first, second, third, or any consecutive period of service. The advances will be by points, one point being \$25, two points \$50 per year. Teachers may be advanced to the maximum salary of their class as fast as it may be demonstrated to the school committee that they merit such promotion; provided that none shall reach the maximum of his class prior to four years' service in the Asheville schools.

Previous to this year there was no method of gradation. For grade teachers the salary ranged from \$225 to \$500. High school teachers were paid \$400 to \$600.

Principals' salaries now range from \$500 to \$1250. The superintendent's salary is \$2000.

Pension Fund in New York City.

Already some of the teachers are protesting against the one per cent. reduction in their salaries for the new pension fund. Those in authority say such protests are invalid, and that the reduction will be made. Others question the constitutionality of the law.

It seems unfortunate that after such an effort has been made to obtain an adequate pension law for the teachers, they should be the first to place obstacles in its path. The law was carefully framed, almost every point originally introduced for the benefit of the teachers was gained, and it appeared that everyone was satisfied and, in fact, jubilant over the success of the committee. Those who now raise objections should consider the matter very carefully; they may be the means of seriously affecting the sentiment now so thoroly aroused in favor of pensions for teachers. If the tide does turn, it will be many years before the educators of New York will have a similar opportunity to provide for possible retirement.

The value of a thoro education fitting a young man for his life work is no longer a debatable question. The recent report of the United States bureau of education shows that a boy with a common school education has practically one chance in 9,000 of general recognition as a successful man in some department of human endeavor and usefulness. A high-school education increases his chances of such success by about twenty-two times, while a college education gives a young man about ten times the probability of success and advancement possessed by the high school graduate, or about two hundred times the opportunity open to a boy with only a common-school education.—*The Scientific American*.

"As a people we are waking up to the fact that there must be better pay for the average man and average woman engaged in the work of education."—PRESIDENT ROOSEVELT at Harvard.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending July 1, 1905.

Simple Household Arts.

Miss Lillian D. Wald, whose article on "Medical Inspection of Public Schools" appeared in THE SCHOOL JOURNAL two months ago, is one of the great women workers of America. The influence radiating from the various centers of neighborhood settlement organized by her is a power of untold good for New York city. Her self-appointed mission is to bring light and sweetness and health into the tenements of the crowded metropolis. In this field she has accomplished wonders. Tens of thousands call her blessed. The introduction of nurses in the common schools is only one of many beneficent results that have sprung from the endeavors set afoot and fostered by her. I recently visited a model flat maintained by one of her assistant workers in a tenement on Henry street. The people of the Ghetto visit the flat to study its arrangement and to obtain practical suggestion for their own living quarters. Here the mothers are taught how to become home-makers, and how with the least money they may turn their rooms into pleasant places. Instruction is also given in the ordinary household activities. The course of teaching followed by the settlement worker may be of directly practical help to superintendents, principals, and teachers who are seeking to introduce simple household lessons into the elementary schools:

Course 1.

LESSON 1.—Clean stove, understanding all draughts, checks, etc. Make cocoa, serve and wash dishes.

LESSON 2.—Prepare a cereal, and while cooking continue instructions in dishwashing. Leave stove with slow fire, brush up around stove. Learn where to put ashes. Wash out dish towels.

LESSON 3.—Cook griddle cakes. Clean sink and pipes with hot soda water. In this lesson use cooking only as a means to perfect work that must follow all cooking (dish washing, cleaning sink, towels, and kitchen table).

LESSON 4.—Prepare stove for baking. Make ginger bread and leave dishes and kitchen in perfect order (without help).

LESSON 5.—Clean kitchen closets. Learn how to air and clean kitchen tins and jars, and what are the best to hold groceries. How to prevent odors and how to get rid of ants. Study about cleaning cloths, dusters, and dish towels.

LESSON 6.—Clean window shelf and ice box. Learn the care of butter, milk, ice, and all perishable things. Clean refuse can and study how to divide the refuse.

LESSON 7.—Clean closet for iron pots and kettles. Learn how to remove dust from irons and tins. Learn how to keep the teapot and coffeepot clean and sweet smelling.

LESSON 8.—Thoroughly clean kitchen, washing windows, etc.

LESSON 9.—Cooking lesson. All kitchen work done without help from teacher.

LESSON 10.—Air and make bed. Study about bedding and mattresses. Learn how to prevent and how to get rid of bed bugs. Clean washstand and dust room.

LESSON 11.—Do all morning work of a bedroom.

LESSON 12.—Morning work of a dining-room. Set the table and clear away the dishes.

Course 2.

LESSON 1.—Morning airing and dusting of dining-room. Cook and serve breakfast, after eating, wash dishes.

LESSON 2.—Fit in all morning work, bedroom, dining-room, and kitchen. Do all within 1½ hours.

LESSON 3.—Thorough cleaning of bedroom, removing all furniture and washing windows.

LESSON 4.—Weekly cleaning of dining-room, including cleaning of silver and brass.

LESSON 5.—Talk on different means of lighting, what they are and which is best. Clean lamps.

LESSON 6.—Bath room cleaning. Lesson on plumbing and care of pipes.

LESSON 7.—First washing lesson.

LESSON 8.—Second washing lesson.

LESSON 9.—First ironing lesson.

LESSON 10.—Second ironing lesson.

LESSON 11.—Cook and serve a simple dinner.

LESSON 12.—Cooking lesson. Arranged entirely by girls.

Do Girls Over-Study?

In the *Boston Transcript*, Mary Caroline Crawford gives the opinion of several college presidents regarding the question of over-study on the part of girls.

The president of Mt. Holyoke college, declares that she does not think college training breaks girls down. The normal life of the college is better for girls physically than the sort of life which many would lead outside.

The dean of the Woman's College in Brown university observes very few cases of nervous strain from over-study.

The statistics of the Woman's College of Baltimore show that 98 per cent. of the students improve in health during residence there. The climate and special attention to gymnasium work play a large part in this result.

There is also a high average of health at Bryn Mawr, due, it is believed, to the required gymnasium periods.

The president of Vassar believes that all college students give themselves with perhaps too much interest, to all kinds of social engagements, many of which are thoroughly worthy and useful, but which, combined with earnest study, might overtax their strength.

The "over-study" point has never been raised in Chicago university. Dean Talbot testifies that the women students in the university rank higher than the men in their studies, and there is evidence that they gain in nervous strength if they make use of the opportunities offered for exercise.

Pres. David Starr Jordan, of Leland Stanford, believes that "the brightest work in women's colleges is often accompanied by a nervous strain, as tho' the doer were fearful of falling short of some outside standard."

In many colleges an effort is being made to reduce the number of "spur-students," as those who live at home are called.

The secretary at Radcliffe said: "It is best for a girl to live here during her junior and senior years. The reason for this lies in the double social strain non-resident college-going involves. In spite of this, the physical director at Radcliffe believes that more girls get stronger than weaker at that institution."

Miss Laura Drake Gill, dean of Barnard college, and a graduate of Smith, is of the opinion that it is practically unknown for a college girl of normal health to receive any detriment from her course.

In summing up the opinions of these educators

the writer thinks that among college girls who cannot show a high health average, the mischief was done before they entered college. It is in preparatory schools where girls are under the strain of impending college-entrance examinations that breakdowns are frequent.

Worth of Apprenticeship.

George W. Dickie, of the Union Iron Works, San Francisco, still holds to the old idea of the boy learning his trade as an apprentice. In a paper read before the Technical Society of the Pacific Coast, and reported in *The American Machinist*, Mr. Dickie said:

"The majority of tradesmen have been, and I think always will be, educated in the workshop. I noticed, however, four years ago, a tendency abroad to introduce a certain amount of technical work in the shops. I found this idea worked out and in operation in several of the large industrial institutions in England and in some places in Scotland. This I found especially the case in Berlin, where, in several large establishments, the apprentices had to spend two hours each day in the school-room attached to the works.

"There is a large class of industries, which, from the nature of the operations, can not be taught practically in any school. We could never expect to go to a trade school and get fitters, riveters, etc., for work in the shipyard—such work could never find a place in any school. Then, the commercial element is almost excluded from the trade training of the school; that is, the ability to do work in commercial competition with others forms no part of such teaching, and this is the most important part of trade education. One hard thing for a boy to learn is to be prompt at work when the whistle blows at 7 o'clock, and to keep steadily doing effective work until the whistle blows at 5 o'clock in the evening, and thus acquire the ability to produce enough to enable his employer to keep him steadily employed, and give him the regular compensation for such work. The schools are not required to run a profitable business in order to keep open, and they thus fail to teach the most important thing that always confronts the tradesman; that is, that his production must be worth more in the market than the remuneration he expects to get for it.

"I am quite interested in the subject, and I occasionally visit the trade schools, especially the evening schools for imparting technical knowledge to young men who are at work in the shops all day. They are doing a grand work, and they should receive support from all technical men. The day trade schools are also a great help, but we must not expect too much from them. I do not think that they can ever take the place of the regular system of apprenticeship in the shop. We have a large number of apprentices, about 600, but not many of them come to us from the trade schools."

Disappointments in Store for the N. E. A.

Information has been received from various sources to the effect that several of the prominent speakers down on the program for the N. E. A. Convention, at Asbury Park, will not be able to attend. Among them are the following: Dr. H. B. Frissell, Hampton Normal and Agricultural Institute is in Europe for the summer. Supt. James H. Van Sickle of the Baltimore public schools, is also in Europe. Albert Shaw, editor of the *Review of Reviews*, has been obliged to decline.

Pres. Edwin O. Alderman, University of Virginia, finds it impossible to be present at the meeting. C. R. Richards, of the manual training department of Teachers college, New York, has been compelled to give up the idea of speaking before the convention. Word also comes from President Baker of the University of Colorado that he will be in Europe for the summer.

N. E. A. week—July 3-7.

There will be more trouble for Dr. Maxwell when the arrangements for hearing President Roosevelt's address come to be enforced. Three thousand seats are reserved for active members, about two thousand associate members may then gain admission. What the rest will say will sound poetical compared with the remarks made in connection with the Harris dinner tickets at Milwaukee.

Three great committee reports will make the convention memorable.

Miss Reel and the Indian Schools.

Probably Miss Estelle Reel, who recently received the appointment as national superintendent of Indian schools for the third time, is one of the most clever woman politicians in the United States. Being a Wyoming woman she early drifted into politics, and gradually rose successively from teacher to state superintendent, finally receiving the appointment which she still holds. Unlike most politicians, however, Miss Reel has demonstrated her ability to fill the position she has successfully fought for.

In speaking of her work among the Indians, *Human Life* calls attention to the exhibit made by Indian students at the National Educational Association at Detroit. In this exhibit there was a display of needlework, mechanical drawing, designing, implement-making, dresses cut and made by the girls, suits, boots and shoes made by the boys, and a great variety of forge work which compared favorably with that of any public school in the country.

It is Miss Reel's desire to encourage the old Indians to preserve the ancient arts of basket-making and blanket-weaving. She wants to place some of the old adepts of this art in the schools as instructors.

The territory covered by Miss Reel in her work as national superintendent extends from South Carolina and Pennsylvania on the East to the Pacific coast on the West. She aims to travel over this ground about six times a year. From 1898 to 1902, this energetic teacher traveled some 75,000 miles, by rail, stage coach, horseback, burro, and on foot. She has slept in pueblo and tepee, she has climbed mountains and cliffs, crossed alkali deserts, and often subsisted on prairie dog stew.

At a recent dinner of college professors the speech-making took the form of telling stories of and "on" each other. This tale of the college days of Professor Thomas F. Moran, of Purdue University, the distinguished author of "*The English Government*," is illustrative of that gentleman's well-known wit and quickness at repartee: At Johns Hopkins, he and a nameless rival were at one time striving earnestly for a fellowship, which was finally given to the "other fellow." His rival exultingly broke the news to Dr. Moran, who never turned a hair as he quoted from Wordsworth severely in reply: "Worth makes the man, but want of it the Fellow!" Dr. Moran is to be one of the speakers at the N. E. A. Convention.

Letters.

A New York City Board Meeting.

To the spectator, the meeting of the New York city board of education on June 14 was of unusual interest. As a rule, those who sit at one side do not understand much that is going on, and must be content with an occasional gleam from the mass of wit, and often sarcasm, that drifts toward him from the learned gentlemen below. But the object of this particular meeting was clear and to the point, tho more than two hours were required to arrive at it.

When the report of the elementary school committee, with its resolutions regarding the shorter day, came up for discussion, Commissioner Stern, the early advocate of the shorter day, arose, and in an extended address outlined the position of the minority on the subject. He declared that the proposition as advanced by the advocates of an idea had been misrepresented, that the flood of protests that had come from parents and organizations was the direct result of this misrepresentation and distortion of facts. As an example he read a letter signed by President Tiff and addressed to Dr. Jacoby, an eminent physician in the city, in which the statement was made that the proposition for a shorter day involved $3\frac{1}{2}$ hours of consecutive study. In his reply Dr. Jacoby declared that such a thing was monstrous; no child should be in the school-room for a session of $3\frac{1}{2}$ hours of consecutive study.

Mr. Stern bitterly denounced such a misstatement of facts, and declared that they had been duplicated time again.

"It has been said that there has been a personal feeling in this matter between the city superintendent and myself," said Mr. Stern. "There is no personal feeling. I respect and admire the city superintendent,"—with this he glanced at that worthy gentleman, who was seated directly in front of him and who smiled broadly at the speaker's pleasantry—"but whenever the city superintendent or any other man advocates an idea contrary to what I think is to the best interests of the school child, I will oppose that idea to the best of my ability."

While Mr. Stern was speaking Superintendent Maxwell wrote a note and sent it across the room to one of his supporters. After the discussion waxed warm, and one of the members had replied at length to Mr. Stern's speech, Superintendent Maxwell arose to state "one or two plain facts," in an effort to stem the tide against the adoption of an amendment offered by Mr. Stern. The plain facts did not appear adequate, and when the resolutions as amended by Mr. Stern were voted upon, they were carried by a vote of 22 to 14.

When I started this letter it was not my intention to give an elaborate report of the meeting, but to call particular attention to the childishness of some of the members of our august board of education. When at college, about the sophomore year, the fellows often get into political fights for honors and position. They have a pathetic desire to make themselves felt and to stand out prominently in the eyes of their fellows. If by chance they fail to carry their point or so impress themselves, they are apt to sulk like Achilles, and weep from very disappointment, so to speak.

Now some of the worthy gentlemen of the board remind one of a college sophomore. The dark glances, the spiteful tone of voice employed by several members at the meeting on June 14 when they found Mr. Stern was to triumph over them, was below their dignity, and to the spectator

laughable. The board of education is a remarkable body in many ways. It is made up of intelligent men, no doubt of that. Yet to the visitor they create an atmosphere of froth on the surface of things too deep often for them, especially when they discuss, "things pedagogical"—and if that word could be spelled as the member pronounced it, you would understand what I mean.

The board is too large. If it were smaller and held in a smaller room, one member, who opposed the ideas of a fellow, could not say to his neighbor in a semi-loud voice: "While — is blowing off let's talk about this." During the entire remarks of his opponent this enlightened and intelligent citizen carried on a conversation in a tone above a whisper until the speech was ended, and then voted "No," against the proposition in a spiteful tone, and with the sophomore boy's black look of disgust.

All this sort of thing is, or ought to be, beneath the dignity of men of intelligence.

A DISGUSTED SPECTATOR.



Up to Him.

At a recent meeting of the Educational Council in New York, Principal Prentis, of Brooklyn, in his discussion of the paper just read by Superintendent Shearon, "The Training of the Will," told this story: A small boy, not more than seven or eight years of age, was once sent to his office for some offense. Mr. Prentis saw that the little fellow had an unusually straightforward and honest appearance, so he concluded to lead up to the proper punishment for the young offender by asking him a few questions.

"If you were a teacher what would you do with a boy who acted as you did this morning in the class-room?" he asked. "I'd send him to the principal," promptly replied the boy.

"What do you think the principal ought to do with such a boy?" continued the questioner.

"That's up to you," was the reply.

The boy escaped punishment.



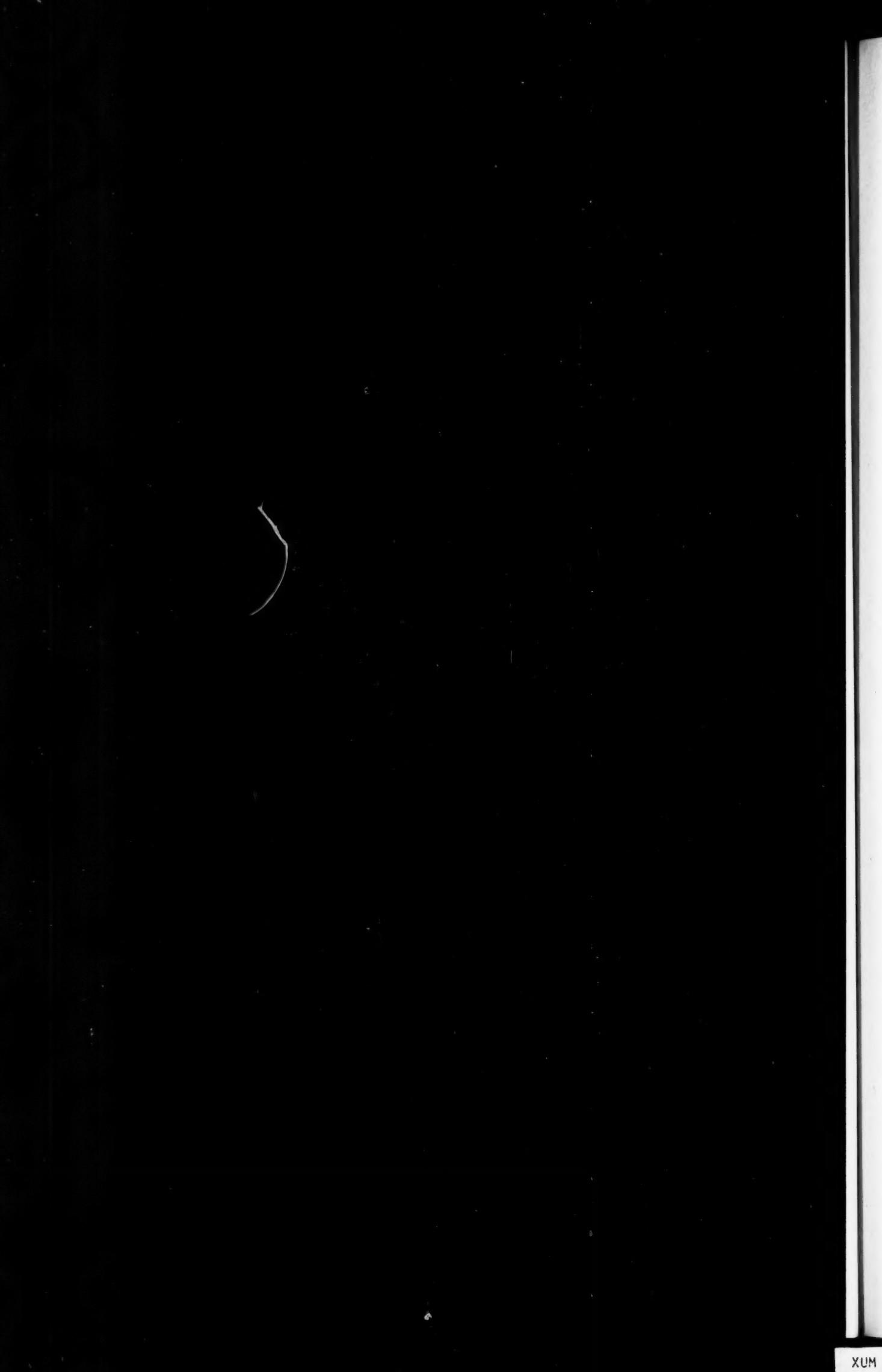
Three Cheers for Camp!

Happy is the boy who is fortunate enough to spend a summer in an ideal camp. An ideal camp—which has for its purpose, not only the health idea but also helpful and inspiring comradeship. Both of these are embodied in the Marienfeld camp as established by Dr. C. Hanford Henderson of Boston.

On a high elevation, amid the bracing atmosphere or the mountains of Southwestern New Hampshire, the Marienfeld camp affords abundance of the free, open-air life so essential to a growing boy. The scenery about the camp is of unusual beauty. Nearby is Mount Monadnock towering above the neighboring hills, and overshadowing beautiful lakes and stretches of forests. The estate on which the camp is located covers about 220 acres, extending along the shores of Silver lake, where the boys revel in boating and bathing.

The life in camp is simple, and the food wholesome. Only rules which all boys of gentlemanly instincts can readily observe are enforced. The masters are college men, picked for their personality and tact in getting on with boys. Friendships are thus established that extend into the future life of the campers, always for the mutual welfare and helpfulness of the boys.

Happy, indeed, is the boy who is fortunate enough to come under the influence of the Marienfeld camp.



Modified Course of Study.

One of the chief matters of importance before the board of education at the meeting of June 21, was the action taken regarding the modified course of study. The report was presented by Chairman Field, of the committee on studies. When he came to the heading "Manual and Domestic Arts," under which were grouped drawing and construction work, sewing and cooking, Mr. Greene arose to inquire if this grouping of sewing and cooking under the one head of "Manual and Domestic Arts," was not an attempt to centralize the work in these branches under the direction of one person.

Associate Superintendent Edson declared that no such thought was in mind. Mr. Greene, however, was not satisfied, and moved that the words be stricken out, for he said there was "no relation between cooking and the arts."

Mr. Stern also felt that this term "manual and domestic arts," was an unfortunate one, and further remarked that he felt sure the change was made for the purpose of uniting these two branches of work under one director. He would feel safer if he had a signed statement from the city superintendent to the effect that the change was not suggested with any such thought in mind.

The motion to strike out the words, "manual and domestic arts" was carried. This left the section without a heading. Mr. Man thereupon moved that the work be grouped as follows: Drawing and constructive work, cord work, sewing, and cooking.

After assuring the board that the superintendents would adjust the syllabuses and time schedule to meet the one and one-half hours of recreation in the first year, Mr. Field continued to explain the proposed changes. There is very little change proposed in English; no change in physiology and hygiene; Spanish is added because it has now become an official language in parts of the possessions of the United States; Latin and stenography have been dropped because there was little demand for them. In mathematics the course has been considerably lightened, algebra being almost entirely eliminated. The introduction of civics is an important innovation. Up to the end of the 5A grade an effort is to be made to increase the practical knowledge of the children in history and geography.

In order to devote the necessary time to the above-mentioned studies, some of the work in physical geography and mathematical geography is to be curtailed. The work in drawing, elementary science, nature study, and music is to be less technical.

After the conclusion of the discussion aroused by Mr. Field's presentation of the report, it was adopted.

The following are the important changes in the course:

Electives.

Spanish substituted for Latin and stenography.

English.

Grade 5A—Study of simple sentences under composition, omitting word "declarative."

Grades 8A and B—Appreciative reading, not study.

Mathematics.

Grade 3B—Omit under oral "Roman numerals thru M," and under both oral and written "Changing fractions to equivalents."

Grade 4A—Add under written "Changing fractions to equivalents."

Grade 4B—Substitute for three, two orders. Omit counting. Add bills.

Grade 5A—Add bills.

Grade 5B—Omit denominate numbers and percentage. Add weights and measures and bills.

Grade 6A—Omit application of percentage; simple interest. Add denominate numbers and bills.

Grade 6B—Omit simple interest and ratio proportion. Add percentage and its applications and bills.

Grade 7A—Omit all algebra and add simple interest, accounts, problems, metric system, and foreign money.

Grade 7B—Omit all algebra and problems under geometry. Add simple interest and its applications, ratio and proportion, easy equations involving one unknown quantity, problems solved both by analysis and by the equation method.

Grade 8A—Substitute for present course square root, mensuration, business forms and usages, short methods; easy equations involving two unknown quantities, problems solved both by analysis and by the equation method.

Grade 8B—Substitute for present course general review.

History and Civics.

Grade 5A—Substitute for narratives the following: American history—biographical and historical narratives, discoverers, adventurers, explorers. Early inhabitants of North America. Civics—Duties of citizens and public officials, civic institutions.

Grade 5B—Limit narratives to those relating to the colonial period, persons, and events, colonial life. Add

civics—Duties of citizens and public officials, civic institutions.

Grade 6A—Substitute for present course: Leading events and great men in the period from the close of the French and Indian war to the close of the war of 1812. Civics—Departments of the national government. Ethical lessons.

Grade 6B—Substitute for present course: Leading events and great men in the period from the close of the war of 1812 to the present time. Civics—City and state governments. Ethical lessons.

Geography.

Grade 4A—Add under local history: Duties of citizens and public officials; civic institutions, and under The Earth, globe and map study; surface; the continents; the oceans; great islands, and groups of islands; great seas, gulfs, and bays. Omit grand division of the earth.

Grade 4B—Substitute the following: Eastern and western hemispheres. The continents: their location, relative positions; bordering waters; physical and life features; chief countries; peoples, principal industries, products, and great cities. World stories. Brief stories of peoples and persons associated with important countries of the world. Duties of citizens and public officials; civic institutions.

Grade 5A—Substitute for present course—North America; surface, drainage, outline, climate, life features, countries, chief cities; United States studied as a whole; location, extent, boundaries, surface, and drainage, climate, agricultural, mining, and manufacturing areas, division into groups of states.

Grade 5B—Substitute for present course—United States; groups of states in detail; the study of typical states of each group; chief cities, New York and the city of New York.

Canada, Mexico, Central America, and West Indies. Grade 7A—Substitute the following for present course: The earth as a planet. The solar system; relations of the sun, moon, and earth; motions and resultant phenomena; latitude and longitude. North America and Europe. Study of North America and Europe, with reference to the physical features, and with reference to the industrial and commercial development of the several countries of the two continents. A study of the commerce carried on between the United States and the several countries of Europe.

Grade 7B—Substitute for present course: South America, Asia, Africa, and Australia. A study of these continents with reference to the physical features and with reference to the industrial and commercial development of the several countries of these continents. A study of the commerce carried on between the United States and South America, Asia, Africa, and Australia.

Nature Study.

Grade 3B—Omit metals and minerals.

Grade 4A—Omit animal products, use of animals.

Grade 4B—Substitute for flowerless, seedless plants; omit elementary classification.

Grade 5A—Add animal products, use of animals.

Grade 5B—Add elementary classification.

Elementary Science.

Grade 7A—Omit general properties of matter; add gravity.

Grade 7B—Omit heat, its phenomena and uses.

Grade 8A—Omit the ear; light, its phenomena; the eye; add heat, its phenomena and uses.

Grade 8B—Add light, its phenomena; omit chemistry of combustion.

Cord and Raffia Work.

Grades 1A and 1B—Substitute for present, cord work.

Grades 2A, 2B, 3A, 3B—Substitute for present course, cord and raffia work.

Drawing and Constructive Work.

Grades 1A, 1B, 2A, 2B—Substitute for present, freehand representation of (objects) familiar forms. (Simple illustrative drawings). Pictorial drawing and constructive work in connection with other branches of study (with application of decorative design). Color. (Study of pictures).

Grades 3A and 3B—New course reads: Freehand drawing from objects. Pictorial drawing and constructive work in connection with other branches of study. Simple decoration. Color. Study of pictures.

Grades 4A, 4B, 5A, 5B—New course reads: Drawing and constructive work—Freehand drawing from objects. Pictorial design. Constructive work from patterns or working drawings. Decorative design and its application. Color. Study of pictures and other works of art.

Grades 6A and 6B—New course reads: Drawing and Constructive Work—Freehand drawing from objects. Pictorial design. Constructive work from patterns or working drawings. Decorative design and its application. Color. Study of pictures and other works of art.

Grades 7A, 7B, 8A, and 8B—New course reads: Drawing and Constructive Work—Freehand drawing from objects; principles of perspective. Pictorial design. Constructive

drawing; principles of constructive design. Decorative design and its application. Color. Study of pictures and other works of art. Shop work (boys)—or in schools not provided with shops, other forms of constructive work—from patterns or working drawings.

MUSIC.

Grade 1A—New course reads: Simple note songs.

Grade 1B—Same as formerly in grade 1A, except the omission of the word "simple" in the first line.

Grade 2A—Same as formerly in 1B.

Grade 2B—Former 2A; grade 3A former 2B, and so on thruout course.

Grade 8A—Omit study and writing of tonic, dominant, and subdominant triads in major keys.

Grade 8B—Omit study and writing tonic, dominant, and sub-dominant triads in minor keys, and of the diminished triad on the leading tone in major and minor, with its resolution; add song interpretation.



Gardening in a Normal School.

The state normal school, of Johnson, Vt. is paying particular attention to the school garden, the work in science, and the school arts.

The school garden is carried on in connection with the regular work in botany, to which the nature study of the prepar-



Students' Garden Connected with the Normal School at Johnson, Vt., Garden Site of 1904.—Edward D. Collins, principal.

A summer session is conducted at this school, at which special attention is given to science work as related to gardening.

atory and junior classes is preliminary. The instruction given in this department is designed to vitalize school work, and to give students a better appreciation of, and a keener power of observation in, all living phenomena.

In the science work an endeavor is made to give a clear presentation of the essential matter, with as much individual training and experiment as is possible in its elucidation. The school is well equipped with all necessary apparatus.

Prospective teachers are also instructed in the school arts. This course includes color study, nature drawing, mechanical drawing and construction work, design, picture study, and illustrative work. The aim is to stimulate the artistic imagination, expression in composition, and professional skill.

The fall term opens September 5. Edward D. Collins is the principal.

For more than thirty years R. Hoe & Co., printing press manufacturers, have been conducting a trade school for the training of machinist apprentices. On June 8, the commencement exercises for this year were held, at which time thirty-four young men were awarded diplomas.

Mr. Charles W. Carpenter, a member of the firm, addressed the class. In part he said, "The school now stands as one of the leading private trade schools in the country and is so recognized." Mr. Carpenter added that a boy who finishes the course in the school has at least ten years' advantage of an apprentice learning his trade under a system where he received no school training.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER, Indianapolis.

Cancellation of Contract.

The schools seem to have various difficulties with the law in Indiana. In the case of Merideth vs. Henry school township, it seems that Miss Merideth had been discharged from her school in Henry Township, for no other reason than that the school children were willing to be conveyed to other schools, thereby saving \$170 to the township.

The trustee had inserted in the contract with this teacher that it should "hold good so long as there are twelve pupils or more, or as said trustee sees fit," telling her in addition, that if an epidemic made it necessary to close the school, he did not wish to be bound to pay her salary. Miss Merideth was allowed to teach one month, during which time, she alleged, the trustee was persuading parents to send their children to other schools in order to save expense to the township. She recovered judgement for \$170, and on appeal to the appellate court it was held that when a contract of employment purported to be for the ensuing term, the oral stipulation regarding the length of such a term was sufficient to bind the contract.

The court also held that the insertion in a teacher's contract, which expressly stated numerous causes for which a teacher might be discharged, such as immorality, revocation of license, etc., of a provision that "this contract is to hold good so long as said trustee sees fit," did not give the trustee power to terminate arbitrarily the contract at his pleasure. For this reason the judgment was given in Miss Merideth's behalf.

Married Women Teachers.

The New York Court of Appeals has rendered an adverse decision against the rule of discharging women teachers who marry.

The occasion of the court's decision was a case growing out of a by-law of the Brooklyn N. Y. school board. This by-law provided that, "should a female principal, head of department, or teacher marry, her place shall thereupon become vacant, but her marriage shall not operate as a bar to her reappointment should it be deemed to be the best interests of the school to retain her services."

The lower court sustained the reasonableness of the law. In an appeal, however, to the Court of Appeals, it was held that there was no authority in the school board to make or enforce any law at all on the subject. The court further held that the power of the school board to remove a teacher was limited by the charter to cases of gross misconduct, insubordination, neglect of duty, or general inefficiency. The charter also provides that teachers shall hold their positions subject only to the limitations contained in the statute itself and to removals only for the above specified causes.



The Vermont Normal School Gardeners of 1904 at the Radish Bed.

Courtesy of Edward D. Collins, State Normal School, Johnson, V

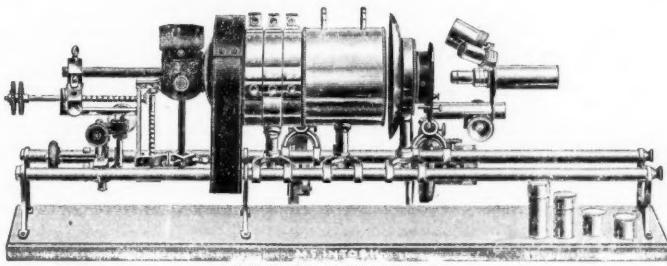
School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor* of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

Improved College Bench Lantern.

The McIntosh lantern is attracting wide attention, not only for its completeness as a machine, but because the price places it within the reach of all. It is called the Improved College Bench Lantern, and is the result of careful study as to the varied requirements of a lantern used as an educational medium.

As shown in the accompanying illustrations, the lantern has for its foundation long nickel-plated brass tubes rigidly held a few inches apart and above a base-board by three supporting brackets, forming a track or bench, which holds a series of interchangeable sliding supports, or bridge pieces, on which may be secured the various parts necessary for the particular kind of projection work in hand.



College Bench Lantern. 1.

The first cut illustrates the lantern with the cooling tank and projection microscope in position ready for use, but should the teacher desire to project lantern slides, the supports carrying the cooling tank and projection microscope are swung over towards the operator, and the supports containing the slide stage and the regular objective (both partially shown in the cut) brought forward into optical line with the condensing lenses and illuminant.

The second cut shows the vertical attachment in position, which is so useful in many experiments in which the object projected must be kept in a horizontal position.

The home of the McIntosh Stereopticon Company is in Chicago, any interested in these lanterns should secure their catalog. In referring to object teaching in schools they say:

Many children cannot retain ideas which they receive thru the medium of books, but when they are accompanied with illustrations the mind easily comprehends the description and retains it.

A want has long been felt by teachers and pupils for some way to illustrate without costly charts and maps, which occupy so much space and are so easily destroyed.

Lessons in drawing may be given by copies prepared upon glass by the teacher, and the light of the room may be sufficient to permit the pupils to work.

Geography, usually so dry and uninteresting to pupils, may be made not only instructive, but amusing, by accompanying the text-book lessons on the various countries with well selected views of the prominent points of interest, the inhabitants, their customs, occupations, architecture, manufactures, and products of the soil.

Natural history may be illustrated by views of birds, rats, mice, squirrels, frogs, toads, live fishes in tanks with transparent sides. The classifications, resemblances, and differences existing in the animal kingdom may be made plain by life-like representations of the various objects of study, more conveniently even than when access can be had to well-stocked museums, which are unfortunately too rare to supply the needs of the mass of pupils engaged in studying these subjects.

The demand of instructors for illustrations on these subjects have led the manufacturers of slides to provide a large assortment, which represent almost all the phenomena that are required for school room or college purposes. Special slides to illustrate additional points can be made to order, and glass cells furnished at small cost, which will enable the instructor to prepare, as needed, specimens of the vegetable and insect world, as they exist in his immediate vicinity.

Geological specimens, such as crystals of quartz, feldspar, mica, pyrites, and other minerals, may be shown, as well as diagrams or maps, of various strata, formations, etc.

Botanical specimens, especially the structure of plants, the germs and minute forms of vegetable life, and the great variety of buds and foliage of trees, offer an infinite variety of objects suitable for projection.

The Piano Player and Musical Education.

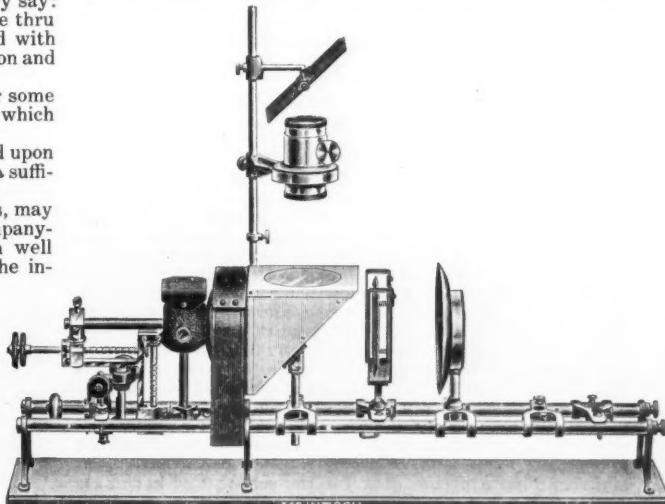
During the past year the educational world has been deeply stirred by a realization of the importance of the Pianola in inculcating an appreciation of music, as distinguished from the old-fashioned idea that a musical education consisted in trying to learn to perform upon the piano—and not succeeding.

Progressive colleges and schools which aim to have the latest and best appliances for the use of pupils have added, or are now about to add, a Pianola to the department of music.

The latest phase of the work to be taken up is the introduction of the new musical education into high schools. Already lecturers have been arousing the enthusiasm of boards of education, superintendents, principals, and teachers in this subject. The views of many distinguished and representative educators have been printed in a "Report on High School Course in Music." The opinion of these authorities and the official endorsement of the new idea ought to have great weight with teachers and educators. On page 9 of this report it says: "The general use of automatic instruments capable of rendering symphonic works is recommended, as the best means ordinarily obtainable, to develop a high degree of familiarity with the content of standard works in large form."

In speaking of the importance of the piano player as a factor in the educational domain, Carroll Brent Chilton, editor-in-chief of *The New Musical Education*, says that its importance was fully exemplified at a meeting of three hundred New England school superintendents, where eminent educators unanimously agreed as to its tremendous value in the schools. Addresses were made at this conference by Professor Spalding, of Harvard, and Professor Lewis, of Tufts college. Both of these gentlemen are enthusiastic advocates of the system of musical education which is now being pursued under the auspices of the Aeolian Company.

It is reported that in Germany they have a typewriter which promises to revolutionize the art. The new machine prints syllables and short words instead of single letters.



College Bench Lantern. 2.

A Teachers' Reference Library.

In order to fill the growing demand for a teachers' special reference library, the public library of Washington, D. C., has hit upon the plan of asking publishers to send in copies of educational books. These will be kept in a room especially fitted for teachers' use, and will not be allowed to circulate.

The 1500 teachers of Washington will, no doubt, find such a collection of great aid to them, not only for reference, but in selecting books for adoption in the various grades.

It is thought that educational publishers will look upon this scheme as of great benefit to them. It certainly would have the effect of bringing their publications in very close competition.

To Regulate Overheated Schools.

Mr. William Dean Howells lately recorded in *Harper's Monthly*, among his impressions of English life, that the English houses were always cold, and that one had to go out of doors in the Imperial Isle in order to get warm. It is doubtless true that in England the people err on the side of undue severity of temperature, which is the more felt on account of the extreme dampness of the climate, but it is equally true that the average American home suffers from a too great degree of heat, and what is true of the American home is in a higher degree true of all places where Americans assemble for public purposes.

Distinguished physicians attribute many of our prevalent American ills to this abnormal indoor temperature, particularly the nervousness which is almost a daily accompaniment of American life. Grown persons, however, can stand a good deal of heat irregularity, but with children its effects are more serious, and in nearly every school the temperature is altogether too high.

Yet it is difficult to avoid this extreme. The children must not be cold in their class-rooms, for that is positively dangerous, so the janitor piles on fuel, and not only do the children become accustomed to an undue degree of heat, and droop over their lessons, but the coal bills of the board of education mount gaily upward. But what can the janitor do? Besides his work, which he has to attend to, he cannot be running over the entire school building every half hour in order to see that the temperature of each room is just right. The teachers would soon vote him a nuisance for interrupting their classes, and his official head would be in danger.

From this unpleasant situation, science has, by the Bartlett Electric Thermograph and Heat Equalizers (patented) delivered all school boards and school managements.

Bartlett Brothers, of 290 Seneca street, Cleveland, Ohio, will install one of their thermograph cases in your basement. Thereafter, at any hour of the day or night, the janitor can go to the case, press a certain button, and find out the exact temperature in any room in the building. He knows what the temperature ought to be, and if he finds it out of the proper range, he can speedily make an adjustment. In most cases he will find it too high. Too much heat has been sent upstairs, therefore too much fuel has been burnt up, too much money has been spent.

Not only will the thermograph enable the children to be more comfortably and safely housed during school hours, but, in most cases, the cost of installing the apparatus will be paid for in a few years by the board's reduced coal bills. Better lessons and less expense will go together.

Bartlett Brothers can add to their thermograph, if desired, a fine alarm system, by which, when the heat in any room rises above a given danger point, the janitor and the public will be alarmed. When such temperature appliances are common in all places of public resort, American tempers will be more equable and American life pleasanter to live.

School Desks and Health.

THE SCHOOL JOURNAL expects to publish in a coming number, a symposium on school desks and their relation to the health of school children. In a recent article published in the *Medical Record*, by Dr. George M. Gould, of Philadelphia, the writer has much to say regarding the evil effects upon the children of many of our school desks. "In Europe," he declares, "27 per cent. of the pupils in the primary grades of the schools have lateral spinal curvature. There is no reason to doubt that American children are less scoliotic than those of Lausanne, Dresden, etc. If not actually crying out against slanted handwriting and school desks, as the cause of the appalling disease, almost all orthopedists and school hygienists admit or suggest it."

The words of this eminent physician ought to carry much weight with school boards. The manufacturers of school desks stand ready, without doubt, to correct any evil now existing in the construction of desks. THE SCHOOL JOURNAL would like to hear from superintendents, principals, and members of schoolboards on this subject. One prominent school desk manufacturer promptly replies to a letter sent him regarding a proper desk for the school, and he frankly admits that after spending thousands of dollars in efforts to educate school officials into the purchase of school desks better adapted to the physical needs of pupils, he regrets that the money has been mostly thrown away. The ordinary school official gives more attention to the cost of furniture than to its desirability.

For this reason, then, the editor desires to hear from school officials. He would like also to hear from manufacturers of school desks. Those to whom personal letters have been written have expressed themselves interested in the subject.

We not only want your idea of what a desk should be, but we also want you to send cuts illustrating your idea. We hope that you will cooperate with us in this matter. Your contributions will be published in THE SCHOOL JOURNAL, and will, per chance, result in an improvement which Dr. Gould declares is absolutely necessary.

The New Prang Catalog.

The Prang Educational Company, of New York, has recently issued a most attractive catalog devoted entirely to text-books and materials of art education. In the preface the publishers maintain that the books mentioned are not "books in which the pupil is to draw, nor manuals for the use of the teachers, but text-books to be put in the hands of every pupil, books containing a series of carefully graded lessons, written in language which the pupil can understand."

It is a matter of great convenience that the text-books of art education in the catalog, have been divided into three groups. First, the observational or objective group, in which the study of things is the aim; second, the subjective group, in which the study of principles or laws of beauty is the aim, and third, the creative group, in which the application of accumulated knowledge and ability is the aim.

Thus it will be seen that all thru the eight books composing the series, there is a definite, logical progression. Every art teacher who desires to obtain the very latest helps for efficient work in her department should see this new catalog.

Specimen Collections.

Ward's Natural Science Establishment, Rochester, N. Y. was founded in 1862 for the purpose of furnishing natural history collections to universities and colleges. During these years the enterprise has so developed that to-day it occupies eleven separate buildings, and numerous sheds, filled with natural history material. Not only are institutions of higher learning supplied, but secondary schools and individuals are now included among the patrons of this house.

To meet the demand among secondary schools and academies, the company are able to offer at a comparatively small cost, systematic series in minerals, rocks, fossils, vertebrate and invertebrate zoology. A catalog, giving much useful information, will be cheerfully sent to any address.

One of the most interesting series handled by Ward's Natural Science Establishment is that of physical geology and physiography. This collection grew out of the necessity experienced at Harvard university for practical models illustrating geological and physiographical phenomena, and embodies the result of many years of experiment in teaching. Those who are in a position to know, state that no other models can compare with these for perspicuity in conveying the exact information desired. This is readily admitted when it is known that they are the work of such eminent educators as Prof. N. S. Shaler, Prof. Wm. M. Davis, and Dr. T. W. Harris.

Universal Laboratory Supports.

Physicists, physiologists, and others engaged in scientific work, appreciate the many advantages of well-made and rigid supports for laboratory equipment.

For many years Wm. Gaertner & Co., of Chicago, have paid special attention to the design and construction of these supports, and have supplied them to many of the leading universities, colleges, high schools, and private laboratories, where they have given universal satisfaction.

In their very complete catalog, for which they invite you to write, the company has given such illustrations and descriptions of their apparatus as to enable prospective customers to order intelligently.

Fire-Proof School-Houses.

If any building should have adequate protection against fire, it certainly ought to be the school-house. During recent years fire-proof construction as an economic feature of school-buildings has attained a position of great importance. School commissioners who have sought to secure proper fire-proof buildings have found that their efforts have met with universal approval.

The problem of fireproofing buildings successfully and economically is difficult to solve. The unsatisfactory manner in which many so-called fire-proof buildings have resisted the action of fire and water, and the utter lack of precise knowledge on the subject of fire-proof construction, induced John R. Roebling's Sons Company, six years ago to undertake a careful investigation of this subject. After many and expensive tests the company is prepared to-day to submit methods of fire-proofing that cannot fail to receive, as they have already, hearty endorsements.

The board of education of the state of Mississippi has recently adopted the New Elementary English Composition, by Frederick Henry Sykes, published by Charles Scribner's Sons, as the only work on that subject of that grade which shall be used in the Mississippi schools for the next five years. Professor Sykes, the author of this book, is a professor in the Teachers college at Columbia university, and also director of extension teaching at that university.



Publishers' Notes.

A very elaborate and complete catalog of books now in press or in preparation has been received from Ginn & Company.

The table of contents is comprehensive, and gives an excellent idea of the scope covered by this firm in its efforts to reach every phase of school work. Educators are invited to send for a copy of this important catalog.

D. Appleton & Company have acquired possession of the *Booklovers' Magazine*. Beginning with the July issue it will be known as *Appleton's Booklovers' Magazine*.

The *Cosmopolitan* has been purchased by the International Magazine Company. The offices will be removed from Irvington, N. Y., to 1789 Broadway, New York city. Mr. John Brisben Walker will continue as editor until his place can be filled.

Charles Scribner's Sons announce four artistic calendars for 1906, the designs for which are drawn by well-known illustrators; and handsomely printed in colors. One of these is a series of pastel drawings, by Harrison Fisher, of beautiful girls, including a bride, a horsewoman, a summer girl in a swing, and another in bright-colored evening dress. Sarah S. Stilwell has made a calendar devoted to the portrayal of child life. On the title-page is the head of a beautiful baby girl in a white bonnet and with blue ribbons, relieved by a gold background. The pictures are all reproductions from oil paintings in full color. Henry Hutt has contributed a calendar of five full-figure drawings in his most successful vein of the seasons typified by beautiful girls fittingly occupied. The fifth calendar is by Grace G. Wiederseim, composed of six "Mother Goose" subjects, in full colors, accompanied by the rhymes. The designs are mounted on boards 14 x 22 inches.

The most distinctive characteristic of a good writer is his discrimination in the choice of words and exactness in their use. Especially is he careful in his use of words that are of nearly the same meaning. In such words English is peculiarly rich, because in its history it has borrowed from the Latin, French, Greek, and many other tongues.

Thus, besides the old English *fire*, we have *conflagration* from the Latin. *Destroy* came long ago from the Latin thru the French, and later *annihilate* was added from the Latin direct. Often, too, several words of closely kindred meaning have all come into English from the same language, as *adorn*, *ornament*, *embellish*, etc.

The International, by giving careful discriminations in the use of thousands of words, is a practical dictionary of synonyms.

It is very useful also in suggesting just the word wanted when one can call to mind only a word that is pretty nearly right. Under *adorn* are suggested ten words of kindred sense; under *dismay*, verb, are eleven; under *dismay*, noun, nine more.

On this point Richard A. Searing, principal Normal Training school, Rochester, N. Y., says: "The International certainly has no 'equal in precision of definition,' and in the 'Careful discrimination of synonyms.' (G. & C. Merriam Company.)

The Macmillan Company are issuing a notable series of studies of paintings, entitled the Bell's Miniature. The series is designed to help those who wish to be able to take an interest in pictures of acknowledged masters, and to recognize and appreciate the points and qualities most worthy of attention. Each volume gives in a small compass chapters on the life and art of each painter. The series is recommended as just the thing for amateur art students.

The B. F. Johnson Publishing Company, of Richmond, Va., has sent in a small pamphlet entitled, "Voices from Pennsylvania, Ohio, and Illinois." These voices are raised in unison, praising the Colaw and Ellwood arithmetics published by this firm.

We have selected the following "voice" as representative:

"No school board in this twentieth century can make a mistake by adopting these arithmetics. Our children are entitled to the very best to be had, and we fail in our duty to them if we neglect to provide it. This series merits an extensive use, and I most heartily recommend it to teachers and directors. It is, in my estimation, the best on the market, and this opinion is held by many eminent educators."—SAMUEL ANDREWS, Superintendent City Schools, Philadelphia, Pa.

The city of Springfield, Mass., has sent in a large order for Dixon's pencils; they have been used in this city for a great many years, and continue to give excellent satisfaction.

It is in no way surprising that the largest city in the United States (Greater New York) should call upon the Holden Patent Book Cover Company, of Springfield, Mass., for large deliveries of their articles. All this year many

thousands of the Holden Book Covers have been delivered to New York city, as well as hundreds of dozens of the Quick Repairing Material. Fair dealings with the schools, the high standard of quality, and being articles of great merit are the reasons why the Holden Book Cover Company's business has extended so rapidly.

Catalogs Received.

All catalogs received will be acknowledged in this column. Please send your most recent announcements.

School Equipment.

Fox Typewriter Co., Grand Rapids, Mich.
The Roebling Construction Co., New York.
Densmore Typewriter Co., New York.
Ward's Natural Science Establishment, Rochester, N. Y.
Holden Patent Book Cover Co., Springfield, Mass.
A. W. Elson & Co., Boston.
Chandler & Barber, Boston.
McIntosh Stereopticon Co., Chicago.
Joseph Bardsley, New York.
Wm. Gaertner & Co., Chicago.
The Kny-Scheerer Co., New York.

Educational.

Henry Holt & Co., New York.
Silver, Burdett & Co., New York.
Doubleday, Page & Co., New York.
D. Appleton & Co., New York.
Sadler-Rowe Co., Baltimore, Md.
A. Flanagan Co., Chicago.
Atkinson, Mentzer & Grover, Boston.
D. C. Heath & Co., Boston.
Ginn & Co., Boston.
B. F. Johnson Pub. Co., Richmond, Va.
Prang Educational Co., New York.
William R. Jenkins, New York.
D. Van Nostrand Co., New York.

Literary Bulletins.

Houghton, Mifflin & Co., Boston.
Charles Scribner's Sons, New York.
Henry Holt & Co., New York.
Thomas Y. Crowell & Co.
A. S. Barnes & Co., New York.
The Macmillan Co., New York.
Little, Brown & Co., Boston.
A. C. McClurg & Co., Chicago.
Moffat, Yard & Co., New York.
R. F. Fenno & Co., 18 East 17th street, New York.

Educational Institutions.

Clarkson Memorial School of Technology, quarterly bulletin, Potsdam, N. Y.
Leland Stanford Junior University, quarterly bulletin, Berkeley, Cal.

Armour Institute of Technology, Chicago.
Monson Academy, Monson, Mass.

Miscellaneous.

New York Central, New York.
The Aeolian Co., New York.

The Reading Circle Board of Nebraska has approved the following libraries for use as supplementary reading and library books for the schools of the state. This is an addition to the libraries previously approved.

FIVE DOLLAR LIBRARIES.

	Books	Prices
A. Flanagan Company	20	\$6.70
" "	16	6.60
A. S. Barnes & Co.	6	7.50
Little, Brown & Co.	15	7.25
Funk & Wagnalls (Reference Library)	3	6.00
Public School Publishing Co	14	6.50
Ginn & Co.	14	6.00
W. M. Welch	8	6.75
Silver, Burdett & Co.	13	6.24
American Book Co.	13	6.35
" "	12	6.35
G. P. Putnam's Sons	14	7.00

TEN DOLLAR LIBRARIES.

Doubleday, Page & Co.	8	12.75
Penn Publishing Co.	13	15.00
T. Y. Crowell & Co.	17	12.90
Silver, Burdett & Co.	24	13.11
G. P. Putnam's Sons	10	15.00

FIFTEEN DOLLAR LIBRARY.

Silver, Burdett & Co.	29	81.78
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Pimples, blotches and other spring troubles are cured by Hood's Sarsaparilla—the most effective of all spring medicines.

Door Checks.

Slamming doors are not only annoying but often dangerous, especially in large school buildings full of hurrying children.

One of the most improved checks and hinges for large double doors is illustrated in an attractive catalog now being distributed by the manufacturers, Joseph Bardsley, of New York.

The Checking Spring Hinges are especially commended for double acting doors in schools, as they close the door gently instead of violently, which often results in injury to the children. These hinges are in use in all the schools of St. Louis, Mo., and in many of the schools of the New England states.

The Densmore Typewriting Co. has moved into the New York Life Insurance building at 346 Broadway, New York. So rapid has been the growth of the company that it was found necessary to secure larger quarters.

Dixon's 'Eterno' pencil leaves nothing to be desired. Recommendations regarding the use and excellence of this up-to-date article are pouring into the office of manufacturers. One man says "Eterno" is an excellent pencil; another, "it answers the purpose admirably." A minister writes, "Having used 'Dixon's Eterno' for writing both on smooth and rough paper, and also for copying, I find it can not be excelled by any other pencil, foreign or domestic."

Here is an interesting test: Take a stone resembling a diamond, rub the indelible 'Eterno' on the under part of the stone. The coloring of the pencil gives just enough tinge to make any stone look fine. The only thing that will remove the coloring is alcohol.

Books Under Way.

Ginn & Company.

Blodgett's Second Reader.
Chandler's Coyote.
Collar's First Year German.
Duerr's German Grammar.
Gerould's Essays of Fielding.
Gove's Speller.
Holler's Studies in Modern German Literature.
House's St. Martin.
Johnston's Deutsche Liebe.
Lane's Summer.
Manley and Allen's Four German Comedies.
Morley's Butterflies and Bees.
Palmer's Illustrated Song-Book.
Rich's Manual of Sloyd.
Schinz's Maupassant.
Thiergen's Am deutschen Herde.
Wendell's Addison.
Allen's Goethe's Iphigenie.
Blaisdell's Child's Book of Health.
Hawtrey's La Fee des Greves.
Higgins' First Science Book.
Super's Fables of Fontaine.
Wade and Sylvester's Primer.
" " First Reader.
Manley's Merimee.
Kunz's Stories from Spyri.

Rand, McNally & Company.

Ear and Eye Spelling, by A. R. Sabine.
The Choral Song-Book, by Frederick H. Pease and William M. Lawrence.
The University of Chicago Press.
A Bibliography of Secondary Education, by George H. Locke, 28 cents.
The Place of Industries in Elementary Education, by John Dewey, \$1.10.
Isolation in the School, by Ella Flagg Young, 54 cents.

D. Appleton & Company.

Selections from Ovid, with introduction, notes, and vocabulary, by Gordon Jennings Laing, University of Chicago.
Xenophon's Anabasis, First Four Books, with introduction, notes, and vocabulary, by Charles Forster Smith, University of Wisconsin, with the co-operation of Campbell Bonner, University of Nashville, and Frederick Stillman Morrison, Hartford public high school.

The Macmillan Company.

Dealey & Ward's Text-Book of Sociology.
Prof. W. J. Rolfe's Polaroscope.
Schultze's Algebra.
Coleman's Lessons in Hygiene.
House of Seven Gables.
Carlyle's Hero Worship
Arnold's Sohrab & Rustum.
Lamb's Essays.
Longfellow's Hiawatha.
Anderson's Fairy Tales.

Pocket Classics Series.	" " "	" " "
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McMurtry's Special Method in Arithmetic.
" Nature Study for Primary Grades.

Prof. Bagley's Educative Process.
Prof. Katharine Coman's Industrial History of the United States.

Prof. E. B. Titchener's "Experimental Psychology."

L. C. Page & Company.

FICTION.

In the Brooding Wild, by Ridgwell Cullum, \$1.50.
Brothers of Peril, by Theodore Roberts, \$1.50.
Cameron of Lochiel, from the French of De Gaspe, translated by Charles G. D. Roberts, \$1.50.

JUVENILES.

Our Little French Cousin, by Blanche McManus, 60 cents.
" Armenian Cousin, by Mary Hazleton Wade, 60 cents.

Our Little Korean Cousin, by H. M. L. Pike, 60 cents.
The Adventures of John Whopper, by Thomas M. Clark, 50 cents.

Theodore & Theodora, Marian W. Wildman, 50 cents.

TEXT BOOK.

The Fair Land Tyrol, by W. D. McCracken, \$1.60 net, postage, 12 cents.

A. S. Barnes & Company.

In the Days of Milton (In the Lives of Great Writers Series), by Tudor Jenks; net, \$1.00.

Journey of Cabeza de Vaca (In the Trail Makers Series); net, \$1.00.

Our First Century (A Little History of American Life), by George Cary Eggleston; net, \$1.20.

Uncle Sam and His Children, by Judson Wade Shaw; net, \$1.20.

The Bobbs—Merrill Company.

The Man of the Hour. By Octave Thanet (Alice French.)

Houghton, Mifflin & Company.

How to Tell Stories to Children, by Sara Cone Bryant.

D. Van Nostrand Company.

First Course in Analytical Geometry, by Chas. N. Schmall.

A Brief Course in Calculus, by William Cain.

J. B. Lippincott Company.

Power's Graded Speller, by Alice Rose Power, teacher in Edison school, San Francisco, Cal.

First Book in Physics, by Dr. J. A. Culler, Miami university, Oxford, Ohio.

Doubleday, Page & Company.

Our Native Orchids, by William Hamilton Gibson.

Fairy Tales Every Child Should Know, by Hamilton W. Mabie.

The Dog Book, by James Watson.

The Garden Library.

William R. Jenkins.

Simple Grammaire Francaise, by Paul Bercy, et Georges Castegnier.

Choses de France, by C. Fontaine.

Historiettes et Poésies, by Marie M. Robique, Spence school, N. Y.

Short Selections for Translating English Into French, by Paul Bercy.

Robinson's German Verb Form, 50c.

A Brief Italian Grammar with Exercises, by Hyalmar Edgren, Ph.D.

Japanese for Daily Use, by E. P. Prentys, assisted by Kametara Sasamoto.

Atkinson, Mentzer & Grover.

Childhood of Ji-shib, by Dr. Ernest Albert Jenks.

Language for the Grades, by John B. Wisely.

New English Grammar, by John B. Wisely.

Studies in the Science of English Grammar, by John B. Wisely.

Physical Geography Laboratory Manual, by Frank W. Darling.

Ten Folk Tales, by Estelle M. Hart.

D. C. Heath & Co.

Select poems of Swinburne. Edited by William Morton Payne.

In the Belles-Lettres Series. 424 pages. 60 cents.

The Study of a Novel, by Professor Selden L. Whitcomb, of Iowa college.

The Art of Expression, by Grace A. Burt, of the Erasmus Hall High school, Brooklyn, N. Y. 286 pages. \$1.00.

Everyday Life in the Colonies, by Gertrude L. Stone and M. Grace Fickett. 131 pages. 40 cents.

(To be continued August 19.)

Notes of New Books.

Percentage and Mensuration for the Sixth, Seventh, and Eighth Grades, by Wm. M. Giffin, A. M., Pd. D.—This is a text-book for pupils who have laid a foundation of arithmetical knowledge, and who need to acquire some familiarity with estimating, such as has to be done in various trades, before leaving school. It is intended for the ninety per cent. of pupils who never reach the high school, but to whom such knowledge is of as much practical worth as any they can acquire in their school course. It seeks to reach these pupils without retarding those who propose to take the advanced work; in fact, it is claimed such work will the better prepare them for it. Part I. contains questions in percentage, interest, discount, and business forms. Part II. has diagrams to be inspected by the pupils before endeavoring to answer questions asked, none of which can be answered without such inspection. In part III. are problems that require thoughtful reading before the pupils can draw the plan required on a given scale. Part IV. has lessons in constructive geometry requiring the use of pencil, rule, try-square, and dividers or compasses. The development of area in all forms—rectangles, trapezoids, circles, cylinders, and others—is found in part V. Part VI. contains the development of the volume and bulk of rectangular solids, trapezoidal solids, prisms, spheres, etc., and shows their relation to area, it also contains valuable lessons in decimal fractions which may be used as development lessons for fifth grades and as review lessons for sixth grades. (A. Flanagan Company, Chicago.)

Atala, by Chateaubriand, edited with an introduction, notes, and a vocabulary, by Oscar Kuhns, professor of Romance languages, Wesleyan university.—Some knowledge of Chateaubriand is necessary to the student of French literature. While other of his books are more characteristic, none is so suited to general reading as *Atala*. It is almost the only work of his that has survived the flood of years; today it occupies in French literature a popularity equal to that of "Paul and Virginia." It illustrates nearly all the characteristics of Chateaubriand's genius; if the student will compare it with 17th century writers he will have gone a long way toward a knowledge of that striking phenomenon of modern European literature—Romanticism. (D. C. Heath & Company, Boston.)

The Fairy Reader, adapted from Grimm and Andersen, by James Baldwin.—It is not necessary to tell our readers anything about the writer of these stories; he is well known to them thru the excellent supplementary readers he has already produced. In the present volume he has simplified and abbreviated some of the best tales of these master story tellers. Lists of words from the text for spelling are given. The illustrations are numerous and excellent.—(American Book Company.)

Half Hours with the Lower Animals, by Charles Frederick Holder.—The scientist who wrote this book is well known, by reputation, to our readers. He has had broad view of the subject so necessary for one who attempts to write a book for the elementary grades. In this book the story of lower animal life has been presented on broad lines, divested of technicality, and at almost every step supplemented by forceful and explanatory illustrations as ocular aids to the reader. The subject has been divested of dry detail, and notes and incidents have been introduced, the results of personal observation and investigation in various lands and seas. The illustrations are numerous and like the text, of a very high quality. (American Book Company, New York.)

Grammaire Francaise Practique, à L'Usage des Americans, by J. H. Worman, Ph.D., and A. de Rucemont, B.A., revised by Louis W. Arnold, head of modern language department, Central high school, Springfield, Mass.—The present revision of this book was made largely in response to the desire of many teachers who have long used the book and still think highly of it, but who felt that certain changes should be made to meet changed conditions. The subjunctive has been given more adequate treatment. Other minor changes have been suggested, many of which have been incorporated in the present revision. The English-French translation exercises suggested have been put in a new chapter at the end. Each of the eighteen exercises is based upon a short extract touching upon some event or character French history. (American Book Company, New York.)

The Gateway Series of books, under the general editorship of Dr. Henry Van Dyke, give the English texts required for entrance to college in a clear, interesting, and helpful form. They also supply the knowledge which the student needs to pass the examination. The poems, plays, essays, and stories in these small volumes are treated, first of all, as works of literature, which were written to be read and enjoyed, not to be parsed and scanned and pulled to pieces. The introduction tells what it is about, and how it was written, and where the author got the idea, and what it means. Among the latest volumes are the following: *Tenny-*

son's The Princess, edited by Katharine Lee Bates, M. A., professor of English literature in Wellesley college; *Ivanhoe*, by Walter Scott, edited by Francis Hovey Stoddard, Ph.D., professor of the English language and literature in New York university, and *The Lady of the Lake*, edited by Raymond Macdonald Alden, Ph.D., assistant professor of English literature in Leland Stanford Junior university. (American Book Company, New York.)

An exceedingly practical volume is the *Plane Geometry* prepared by Charles N. Schmall and Samuel M. Shack, who must be skillful teachers. The brevity, simplicity, and clearness of the demonstrations are features on which the authors may justly pride themselves. Beside the proved theorems there are numerous propositions demanding proof, under the name of "exercises," these are to test the pupil and keep him from being a parrot. The theory of Limits is neatly introduced; so also Maxima and Minima. The volume in 230 pages presents the cream of plane geometry in a way that an ordinary student can employ it and be interested and benefited. (D. Van Nostrand Co. \$1.25.)

The Classics and Modern Training is a series of addresses suggestive of the value of classical studies in education, by Sidney G. Ashmore, L. H. D., professor of the Latin language and literature in Union university. The author notes the tendency nowadays to decry the study of Latin and Greek and gives some very good reasons why these languages are still useful, both as culture and disciplinary studies. Latin is particularly suited to school study because of the concrete character of its words, and the logical character of its grammar. To learn Latin is to learn to think according to the most logical sequence of ideas presented by any language in the civilized world. Moreover, it has been found at German universities that non-classical students are inferior to classical where the two come together to do university work, even tho that work is in science rather than literature. This is taken to mean that the study of Latin or Greek, or both together, offers the best possible preliminary training for the study of sciences. There are chapters in the book on our classical inheritance, great tragedy and comedy, classical archeology, and Olympic games at Athens in 1896. These matters are of interest both to the classical student and the general reader. (G. P. Putnam's Sons, New York.)

Slaves of Success is a story by Elliott Flower in which he shows the underground and devious ways of practical politicians. It is a detailed and undoubtedly truthful account of the manner in which these politicians manage to control men. For instance, the country member going to the legislature for the first time is ensnared by the boss who masquerades as the hearty good fellow. This pleases the vanity of the new lawmaker at first, but after a while his native shrewdness pierces the disguise. Another rural member, of rather higher moral and intellectual quality, has a debt held over him in such a way as to threaten the ruination of his business if he does not carry out the wishes of the corruptionists. To still another legislator his satanic majesty appears as the agent in an apparently innocent real estate transaction. He buys the land and then finds that a bill has been introduced in which he has a personal interest, for it provides for the running of a railroad thru this land, which will add greatly to its value. The story shows how hard it is for even the best intentioned legislator to remain honest, because temptation and chances for graft appear in so many and such various forms. It shows also that in these days the grafters rarely resort to the dangerous and vulgar practice of giving money outright. The graft is in the form of some favor to one's friends or a chance to make money as the price of a vote. The author illustrates in a very striking way how the boss is very liable to overestimate his power, and to have such a contempt for public opinion as to lead to his downfall. The illustrations are by Jay Hambridge. (L. C. Page & Company, Boston. Price, \$1.50.)

Among the handsome volumes of the Cathedral series is *The Cathedrals of Southern France*, by Francis Millett. In this are described scores of massive and beautiful structures that adorn that land of sunshine. It is one of the most charming of books for the architectural student and the lover of fine buildings into whose stones have been wrought the spirit of the past. In the first part are described the charm of southern France, the church in Gaul, and the church architecture of southern France. Then come descriptions of individual buildings in particular localities, as south of the Loire, the Rhone valley, the Mediterranean coast, and the valley of the Garonne. There are appendixes treating of geographical, ecclesiastical, architectural, and other matters, and a large number of page and other illustrations. (L. C. Page & Company. (Price, \$1.60 net.)

We are living in a time when religious tolerance is being recognized more and more. All broad-minded men hope to see the day when denominations will cast aside differences of creed and church polity, and unite in harmonious action against the common foe. William T. Browne, author of "Joy Bells," etc., has this subject as a general theme, in his new book, *The Lost Faith*.

The prime object of this exhaustive study is to present a ground work for the union of Christians of every name on the basis of a faith so comprehensive as to include every shade of belief. "The obstacles to Christian union," says the author, "should be swept aside,—indifference, prejudice, presumption, and pride. The arbitrariness of ecclesiasticism is so intolerable as to drive from its communion, souls mentally strong, to whom freedom is a birthright, a privilege as inalienable as life itself."

How Mr. Browne, the indefatigable manager of the Esterbrook Pen Company, has found time to put before us such an interesting and helpful book is a source of wonder to his many friends. It is hoped that this labor of love will find its way into the hands of all who are troubled in mind or in spirit regarding the future of the church. (Peter Eckler, 35 Fulton street, New York city, publisher. Price, \$1.00.)

A new and revised edition of the *Standard Dictionary* is before the public, in which many exceedingly valuable features are found to have been added. In the eleven years that have passed since it first appeared, a hearty approval has been manifested of several innovations on the methods usually pursued in dictionary marking. It was evident that a generous and scientific plan had been pursued and applied to every word in the English language. Some of the special features in the newly revised work will be briefly pointed out.

It was apparent to the editors that those who demanded a simple form of spelling certain words had become a power in the land, and the *Standard Dictionary* recognized this, giving simple forms to the extent of about 35,000; these included numerous chemical and scientific terms. This courageous innovation is to be entirely approved, for the day is coming when the confusion, irregularities and monstrosities in the language must be brushed away. Once every child laboriously learned to put together a word of eight letters as phthisic (pronounced tisic) and no one complained in his behalf; but why should reason not prevail in language as well as elsewhere?

Again the *Standard* approved of, and introduced the "scientific alphabet" promulgated by the American Spelling Reform association. This body is composed of such eminent men that its decisions should rightly carry great weight, adopted as they are by the philological associations of both England and America. The employment of this alphabet by a recognized authority had been the one thing wanted to aid the settlement of our pronunciation on a comprehensible basis. This has already inaugurated a movement that is to effect many in coming years.

In the number of (317,000), words defined the *Standard* out ranks all other dictionaries and yet its rule was to admit only those words that one sees so frequently used as to cause their spelling to be frequently inquired after. The case of "disputed pronunciation has been ingeniously met by giving the pronunciation a committee of more than fifty competent scholars and professors found to be in use in the centers they represented; also that preferred by thirteen other dictionaries, so that an inquirer can know the prevailing usage, and that is all he needs. The ordinary dictionary helps but little by giving its own preference. This plan cannot but help overcome the variation in pronunciation that exists.

In this new edition it became needful to present many new words that have come into use. We only instance here automobile, osteopathy, rough-riders, third-rail, but the number is really great, especially in science, aeronautics, agriculture, biology, botany, chemicals, electricity. This is provided for in the Addenda which contains over 17,000 words and is of itself almost an excuse for a new edition. It was long ago recognized that a dictionary became a reference book, household cyclopedia in many respects, and the *Standard* viewed from this point is a wonderful publication.

The Geographical cyclopedia is especially excellent. New terms of Cuban, Porto-Rican, Haitian, and Spanish American-Philippine, origin are to be found in it, as also a number contributed by New Zealand. There is an Atlas that contains nearly 100 maps printed in colors, exhibiting all recent territorial changes thru conquest or otherwise. The appendix now contains over 500,000 facts; more than half of these pertain to proper nouns, all arranged in alphabetical order.

There are statistics from our last census, also the latest of other countries. In this section will also be found the necrologies, brought up to 1903, so that the reader finds help in history, biography and Bible, classical and historical names, as well as those of living celebrities.

But a small part of the numerous features of this new edition have been referred to, but the reader will see that this is a dictionary with such helpful additions as to make it an indispensable work of reference to all of inquiring disposition and admirable for the household. The first edition was received with words of high praise in England and America. This new edition cannot but increase the impression then made. It is a work that will confer distinct benefit to millions of people.

The Holladay Case, by Burton E. Stevenson is a cleverly worked-out detective story that holds the attention of the reader from the opening chapter to the final words, and can be heartily recommended as a means of beguiling the tedium

of a railway journey or of convalescence. Two love affairs are entwined with the plots of the villain and the counter-plots of the amateur detective. (Henry Holt & Company, New York.)

The Freedom of Life is a new volume by Annie Payson Call whose "Power thru Repose" attracted much attention some years ago. That book put many upon the track of living more naturally. That civilized humanity is living an unnatural life goes without saying, and the author endeavors to invite thoughtful persons to live more simply and avoid the unnecessary waste of nervous force. It is impossible to set forth her theory in any just way in the space we have at command. Wagner's "Simple Life" Seward's "Don't Worry Nuggets" and Trine's "In Tune with the Infinite" all suggest a way of living that is in contrast with that pursued by most civilized beings. We think that Christian Science aims at somewhat similar results.

There are numerous hints given of profound significance. There is a higher realm than the one usually lived in; some glimpse of this is gained in prayer. The author declares at the outset that nearness to the Creator is the haven of rest and peace. Discussing "Freedom" she asserts, "Where Thou art we are free." This may give the key to the underlying thought. Evil must not be resisted—that is the negative; but righteousness must be positively sought. An adoption of the principle suggested will assuredly lead to a higher degree of enjoyment of life; thus, one, it may be said will be enabled to really live. (Little, Brown & Co. Price, \$1.25.)

Connecticut Boys in the Western Reserve, a tale of the Moravian massacre, by James A. Braden, illustrated by W. Herbert Dunton.—The time of the story is that of the war of 1812. Two Yankee boys leave their home in the East and go to Ohio which was then a wilderness. They have plenty of adventure in hunting and fighting Indians. History and fiction are so blended as to make an interesting story. (The Saalfield Publishing Company, Akron, Ohio. Price, \$1.00.)

Iz the Sol a Substans, bi C. W. Larisun, M. D., former profesor ov zoologji in the Yuniversiti of Luisburg, Pa.—The author of this book has given a treatise to the world that displays much learning, and yet we doubt if many people will read it, as it is printed in so-called "fonic" type, which makes it look like Polynesian rather than English. No matter how genuine a reformer a person is he cannot force his reform on the world in heroic doses. English spelling may be bad at present, but the change for the better, if it is to come at all, must come by degrees. The mistake made by the extremists, like Professor Larisun (Larison), is in treating language as a dead organism, whereas it is a live and changing one. The pronunciation of English, is not uniform and probably never will be. No sooner is the language encased in a tight-fitting phonetic suit than many words will be found to have changed their pronunciation. Besides no two branches of the English-speaking race pronounce words exactly alike. There are some reforms in spelling that might well be made, but as we said before, the reformers must go slow. (Fonic Publishing House, Ringos, N. J. Price, \$1.25.)

In Colonel's Town

Things Happen.

From the home of the famous "Keynel Keeyartah of Cartersville," away down South, comes an enthusiastic letter about Postum.

"I was in very delicate health, suffering from indigestion and a nervous trouble so severe that I could hardly sleep. The doctor ordered me to discontinue the use of the old kind of coffee, which was like poison to me, producing such extreme disturbance that I could not control myself. But such was my love for it that I could not get my own consent to give it up for some time, and continued to suffer, till my father one day brought home a package of Postum Food Coffee.

"I had the new food drink carefully prepared according to directions and gave it a fair trial. It proved to have a rich flavor and made a healthy, wholesome and delightful drink. To my taste the addition of cream greatly improves it.

"My health began to improve as soon as the drug effect of the old coffee was removed and the Postum Coffee had time to make its influence felt. My nervous troubles were speedily relieved and the sleep which the old coffee drove from my pillow always came to soothe and strengthen me after I had drunk Postum—in a very short time I began to sleep better than I had for years before. I have now used Postum Coffee for several years and like it better and find it more beneficial than when I first began. It is an unspeakable joy to be relieved of the old distress and sickness." Name given by Postum Company, Battle Creek, Mich.

There's a reason.
Read the little book, "The Road to Wellville," in each package.

The Educational Outlook.

Supt. C. W. Kendall, of the Indianapolis schools, has a plan whereby he hopes to decrease the growing expenses of the high schools of that city. The plan is, to begin high school work in the last grade of the grammar schools.

When the superintendent presented his idea to the education committee at the meeting of the board of school commissioners they approved of the plan in the main. By following the new plan it is believed that the commissioners will be able to reduce the expenses of the high schools in Indianapolis from seventeen per cent. to fifteen per cent.

During the school year 1903-04 the cost for supplies for the Chicago public schools averaged about 29 cents per pupil.

The average amount of arithmetic paper per pupil for the entire city was 296 sheets; of drawing paper, 74.8 sheets; of foolscap 16.6 sheets; pencils, three for each pupil, pens 16.7.

Evening schools are a decided success in Philadelphia. In 1903-04 the total enrollment was 24,380. During 1904-05 it was 27,294. The average age of the pupils was nineteen years, and the total cost for conducting the schools during 1904-05 was \$68,587.85.

Mayor Dunne, of Chicago, is reported as having the names of Mrs. Emmons Blaine, and Miss Jane Addams under consideration for appointment to the board of education.

Mrs. Blaine is a daughter of Cyrus H. McCormick, the reaper manufacturer, and at his death she inherited more than \$1,000,000. She has been interested in educational matters for some years, and has given large sums for the advancement of pedagogical science.

The work of manual training and domestic economy is to receive especial attention at the teachers' institute and summer school to be held at Menomonie, Wis., from July 24 to Aug. 5. By the passage of a new law, agriculture must be taught in the country schools of Wisconsin. This subject, therefore, will also be given a prominent place on the program.

Zoological Gardens as Schools.

A new idea comes from Frank E. Beddard, a well-known writer on natural history. Mr. Beddard advocates the use of menageries and zoological gardens as a source of instruction about animals.

For many years this gentleman has been connected with the Regent Park in London. His plan grew out of an extended study of vertebrates usually

found in menageries. The result of his work is given in an elementary volume recently published.

Music Teachers' Association.

The twenty-seventh annual convention of the Music Teachers' National association was held at the Teachers college, Columbia university, on June 20, 21, 22, and 23. The chief topics discussed were: "What should be the aim and plan of work of the Music Teachers' association?" "The place of music in general education;" "The essentials that should be agreed upon for pupils of average musical ability."

Among those who addressed the convention were Dean Russell, of Teachers college; Waldo S. Pratt, Hartford, Conn.; Gen. Horatio C. King, Brooklyn; H. E. Dann of Cornell university; W. E. Watt, Chicago; Dr. Luther Halsey Gulick, New York; L. B. McWhoold, Columbia university; W. R. Spalding, Harvard university; Hamilton C. McDougal, Wellesley college; Albert Ross Parsons, New York; Frederick W. Root, Chicago; Herbert W. Greene, New York; Kate S. Chittenden, New York; Calvin B. Cady, Boston; Henry Holden Huss, New York; Thomas Tapper, Jr., Boston; Silas G. Pratt, New York; George Coleman Gow, Vassar college; and Eva B. Deming, New York.

E. M. Bowman of New York, is president of the association. The executive committee consists of Chas. H. Farnsworth, Carl G. Schmidt, and Samuel A. Baldwin, all of New York.

School Savings Banks.

On celebrating the twentieth anniversary of the school savings bank system, J. H. Thiry prepared a circular in which he gives a bird's eye view of the growth and influence of the idea.

"The School Savings Bank plan," he says, "is now in practice in 1,089 schools of 109 cities of twenty-two different states of America, and the sum of \$2,782,012.27 has been saved by 191,009 scholars, of which \$2,165,072.63 has been withdrawn, leaving a balance of \$616,939.64 due little depositors January 1, 1905. Wherever the plan has been introduced, Mr. Thiry adds, it has proved to be helpful in the uplifting of the individual and community. Like education in the higher branches, the practical lessons of thrift and economy tend to make scholars more independent, self-reliant, and manly. It gives them courage to enter life's battle conscious of a reserved force. The proper development of the habit of saving depends entirely upon the professional teacher.

"There are certain divine ideas that underlie nature and life. The man who grasps these with mind and heart, and gives them objective representation, either visible or audible, making others to think and feel, is a benefactor. To this class belongs educators, who, after careful investigation, have given a trial in their schools of the School Savings Bank system. They have not been mistaken, for, so far, the wisdom of the plan has uniformly proved to be unquestioned. Its investigation by leading educators, statesmen, bankers, merchants, the press in general, and those engaged in philanthropic work, has resulted in unanimous endorsement of the system, wherever applied under such rules and regulations as placed it in harmony with the regular school curriculum."

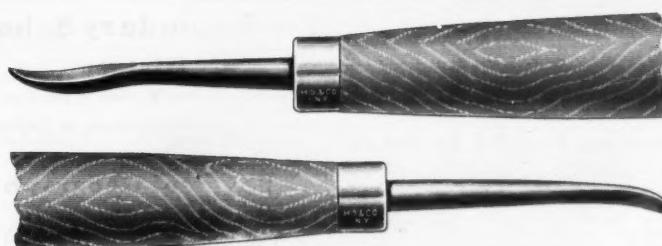
Catholics and the Public School.

In the fight for high license for the sale of liquors in New Orleans, it is said that many influential Roman Catholics are promoting the reform. An effort is being made to influence the Catholics against high license on the ground that the revenue so obtained would be used for the public schools, and it was further declared, "the Catholics are opposed to the public schools."

In an address before the Louisiana Federation of Catholic Societies, Mr. C. S. Herbert vigorously and rightly protested against such an idea. He said:

"Undoubtedly part of the revenue will be devoted to public schools. Individually, I believe no better use can be made of it. I was born and reared amid Catholic influences, and I was educated in Catholic schools and colleges, I have never been taught that the Catholic Church opposed public schools. The Catholic Church is the friend of education, but it believes that religion and education must go hand in hand. Its opposition is not to the public schools, its opposition is to the godless school."

"Now, I am not here to discuss this question at all, but it seems to me I may be pardoned if I say that the sooner Catholics realize this distinction the better. The public school system is inlaid with our government, and is part of our constitution and laws. You might as well go 'bid the main flood 'bate his usual height'" as try to abolish it. So long as it is generally believed that Catholics are opposed to public schools, just so long will the friends of public education refuse to give us a representative voice in the direction of those schools. "It must follow as the night the day" that just that long our ideas as to what the public schools should be, will not obtain."



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Superintendent Carr Honored.

Supt. John Wesley Carr, of the Anderson, Ind., schools has resigned, and will accept a similar office in Dayton, Ohio. During the able administration of Superintendent Carr he has not only proved himself to be a man of very unusual executive ability, but one who has drawn to him the hearty support and good wishes of a host of fellow-citizens. This regard found expression in a banquet given in his honor on June 22, by the Present Day club of Anderson.

In his address, the guest of honor modestly drew the attention of his listeners away from himself and the work he had accomplished, and paid a glowing tribute to the teachers with whom he had been associated during his fifteen years of service in Anderson.

"You have set a new standard of appreciation for the teacher's work by this expression," he said, "and it is a joy to be a teacher among such an appreciative, and such a noble people."

During the years since 1890, when Superintendent Carr entered upon his work at Anderson, the progress made by the schools has been remarkable. In summing up the results of his stewardship, the speaker continued,

"In 1890 the school population of the city was 2,582, in 1905 it is 6,470. Then there were only seventeen teachers and 1,180 pupils in the schools; now there are ninety-six teachers and 3,943 pupils in the schools. Then there were only two teachers and seventy-five pupils in the high school; now there are fifteen teachers and 521 pupils in the high school. Then it required only \$8,055 to pay the teachers' salaries for the whole year; now it requires \$58,743 to pay their annual salaries. Then there were only four school-houses in the city, and only one of these,—the Main street building,—of any consequence; now there are eleven build-

ings and all but three of these are magnificent structures. The entire valuation of the school property then was only \$31,000; now it is \$254,000. The only thing in which we have failed to make a substantial increase is in the amount of our debts. Then we owed \$14,134.80 and had only \$31,000 worth of property to show for it; now we owe not a dollar, and have \$254,000 worth of school property."

The year 1894 was a notable one for the Anderson schools. In February of that year Dr. James M. Rice, now editor of the *Forum* and an eminent educational critic, visited the city. "At first," said Mr. Carr, "he expected to spend only a single day here, but after he had met the members of the school board, he canceled his dates elsewhere and remained here for more than a week. At the expiration of that time he stated to the superintendent and to the members of the school board that he had not found conditions so favorable in any other city in this country for the development of a model system of public schools. We at once took him to task and asked for a bill of particulars. "After visiting and studying the school systems of more than fifty American cities," he said, "I find here in Anderson the best conditions for development of the typical American school. You have no slum element; there are no great extremes of society; you are large enough and wealthy enough to have all departments that any school needs, and you are small enough so that the superintendent and even the members of the school board can know each teacher personally. But these things alone would not warrant me in making the statement I have just made. You are unhampered by tradition, you have eliminated politics and favoritism from your schools, you have a loyal people, a devoted corps of teachers, and above all you seem determined to have

the best. These are not now the best schools that I have seen in this country. There is a beautiful spirit here, but your teachers are lacking in the ability to instruct; nevertheless conditions are more favorable here than I have seen anywhere else in this country for the development of the model American school."

This was the bugle call that roused the civic pride of Anderson in her schools. Since that day nothing has been able to stand in the way of the efforts of the superintendent to make his schools all that they should be.

Mr. Carr's address was listened to with close attention by the members of the club and their guests. Those who had come from Dayton returned to their homes with the firm belief that they had chosen wisely when they called Mr. Carr to their city.

A philologist was talking about words. "There was more than 250,000 words in the English language," he said, "but we only use a few thousand of them. The extra ones are of no use to us. Any man could sit down with a dictionary and write in good English a story that no one in the world would understand. Here, for instance, can you make head or tail of this?" pattering off glibly: "I will again buy the atabel. You are answered? Yet this is no blushet's bo'ance, nor am I cudden, either. Tho the atabel is dern, still will I again buy it." Then he translated: "I will recover the drum. You are amazed? Yet this is no young girl's boasting, nor am I a fool, either. Tho the drum is hidden, still will I recover it." —Selected.

Teacher (Reprovingly): Where is your handkerchief, Jack?

George (Enthusiastically): Here is mine, ma'am, you can use this if you like.

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Social workers, to the number of forty, from all parts of the country, have enrolled in the summer school of philanthropy now in session in the United Charities building.

On June 26, the final vote was taken upon the names of teachers who are to act as representatives on the newly authorized Retiring board. They are, Principal Josephine E. Rodgers, of School 126, Manhattan; Principal Lyman A. Best, of School 108, Brooklyn, and Principal Mary A. Curtis, of School 20, the Bronx.

With the president of the board of education, the city superintendent of schools, the chairman of the high school committee, and the chairman of the elementary school committee, these newly elected members will pass upon teachers' applications for retirement.

The Brooklyn Kindergarten Union has elected the following officers for the coming year: President, Miss C. Geraldine O'Grady; first vice-president, Miss Louise Roethgen; second vice-president, Miss Elizabeth Leavenworth; treasurer, Miss Florence M. Prince; corresponding secretary, Miss Gertrude Skinner; recording secretary, Miss Mary E. Ashbrook.

The closing exercises of Public School No. 40, 310 East 20th street, were held on Thursday, June 29. Albert Shiels is the principal.

The returns of the election of district representatives to select the teachers' representatives on the retirement board shows that the principals are in full control. Of the forty-six representatives chosen, thirty-three are principals and thirteen teachers. One of the significant features of the election is the fact that

men and women are equally divided, there being twenty-three men and twenty-three women.

The Charlton school is to have a new \$100,000 home. The school building will be eight stories high, and will be erected at Nos. 646 and 648 Park ave., New York city.

Principals' Examination.

The New York Teachers' association has decided to bring suit in order to determine whether the board of education has not failed to require examinations for advancement in the local school system. The delegates from the association adopted the following resolution at their meeting on June 20:

"Resolved, that the interests of all concerned in the important issue involved in the question of eligibility for a principal's license demand that the matter be settled definitely by resort to the courts, and the board of directors is hereby urged to grant the necessary appropriation for that purpose."

This action grew out of the determination of the association to protect its president, Mr. Gross, whose eligibility to the principalship of public school No. 6 was challenged because he had not taken the examination supposed to be required.

A Million for Playgrounds.

For three months the aldermen have been maintaining a hostile attitude towards the proposition to appropriate \$1,300,000 for new playgrounds and athletic fields. From the first, however, Mayor McClellan has been an advocate of the scheme, and at last his colleagues seem to have come around to his way of thinking. At a recent meeting of the city fathers, chairman McCall of the finance committee

asked the board to make the appropriation. Mr. McCall's change of attitude was brought about by the argument advanced by Mr. Grout and Homer Folks, who had declared that the grounds would save the lives of a large percentage of children of the city, who die for want of open spaces and recreation places.

Out of the appropriation, \$1,000,000 will be spent in laying out playgrounds for the children of the public schools, and \$300,000 will go to furnishing four athletic fields for the general use of the schools. Manhattan is the only borough not provided for.

Court Decision on Whipping.

It is probably exasperating for a teacher not to be able to visit the old-fashioned form of punishment upon the traditional bad boy, for he certainly exists to-day, as he did in ye olden time when the birch rod occupied a prominent place in the school-room equipment.

Justice Olmsted recently handed down a decision which will afford some teachers an excuse for laying a heavy hand of restraint upon youthful offenders. The decision is to the effect that troublesome boys who are convicted before him will be committed to the care of the principals of their schools. Section 713 of the penal code provides that a justice, on conviction of a child for any crime may commit the offender to an individual or institution for a year, if the individual or institution is willing. It further provides that the committed person is to be "subject to such discipline and control by the person or institution receiving him as a parent or guardian may lawfully exercise over a minor."

In the children's court the other day it was decided that under this law a boy may be soundly thrashed, if he is a bad

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boy at school, by the principal, not as a principal, but as a guardian or parent. Two boys have thus far been placed in the care of their principals under the Olmsted decision.

At the board of education meeting on June 21, the by-laws committee to which Justice Olmsted's decision had been referred, reported that the commitment affects only boys convicted of crime, and that the punishment can be inflicted only after school hours and outside the school building. The committee felt that there was no intention in the penal code to restrict the right of the board of education to act as it deemed best in regard to corporal punishment.

A minority report held that the matter does not concern the board of education. The judge had committed the boys to the principals, not as officials but as individuals. If such persons do not care to accept the charge they are not obliged to do so.

"We agree with the majority of the committee that it would not be proper for a principal of a school named in such an order to inflict corporal punishment upon the child committed to his care during school hours. That, in this respect, the by-laws of the board of education control.

"But we are of the opinion that after school hours, if he chooses to accept the responsibility, a principal stands in the same position as do the child's parents, and has the right, after school hours, to inflict corporal or any other punishment upon the child in question in the same way as the child's father could have done if the principal had asked him to come to the school building after school hours, and, having informed him of the delinquencies of which the child had been guilty, such father had then and there punished the child.

"This, therefore, involves that the teacher named in the order would have the right to inflict such punishment after school hours in the school building."

Graduation at No. 27.

The graduating exercises of P. S. 27, 206 E. 42 st., were held June 26, under the direction of the principal, Dr. Philip H. Grunenthal, and Mr. Michael B. Keane, teacher of the graduating class. John Lynch, 8B, valedictorian, and the members of the class and school, did great credit to their instructors in rendering the

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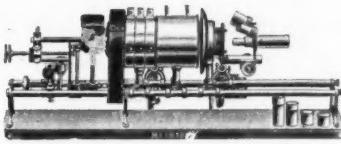
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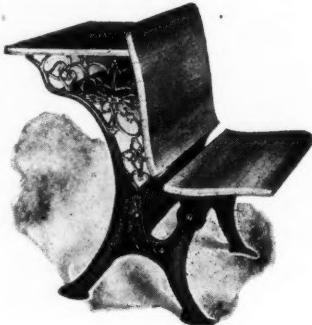
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carefully prepared program. The exercises consisted of both musical and literary selections. On the musical program, Wagner, Beethoven, Brahms, Gounod, Schubert, and Balfe were represented. The violin solos by Philip Liss, 8B, and William Schubert, 5B1, were especially well rendered, and the young men are to be congratulated on their evident appreciation of such masters as Gounod and Tobani. Arthur White, 8A, who sang, "Doan' Ye Cry, Ma Honey," has a voice of remarkable sweetness and range.

One of the features of the program were the three-part songs, sung by a chorus of boys. They were rendered exceedingly well, especially that old time favorite, "Killarney," by Balfe.

At the conclusion of the program gold, silver, and bronze medals were distributed. An exhibition in the workshop was quite a feature.

Mr. James Clancy, of the local school board of the twelfth district, presided. Among the guests on the platform were Rev. Henry A. Brown, who delivered the address to the graduates; Senator Fitzgerald, of the 10th district; Dr. Edward W. Stitt, district superintendent; Mr. W. G. Wagner, chairman of the local board, and Mr. Merrill.

During the exercises Dr. Grunenthal read a letter from a former pupil, Louis

G. Weiss, who has just been graduated with honors from a university. In the letter Mr. Weiss expresses his thanks and appreciation for all No. 27, and its teachers did for him as a student.

Such expressions of love and gratitude from old pupils warm the heart of the teacher as nothing else can do. They are among the compensations of a faithful teacher, that cannot be measured by money, and in no other profession are they so richly deserved.

During the afternoon the children of the primary department of the school gave a pleasing program under the direction of Miss Fitzgerald, assistant principal.

Victory of Mr. Bogert.

After a legal battle of five years, Frank L. Bogert, formerly principal of schools No. 103 and No. 105, Brooklyn, then his attorney, Miss Levina Lally of 110 Nassau street, New York, has obtained an affirmance by the Appellate Division of his judgment against the Board of Education for back pay from June 1898 to date, the court deciding that Mr. Bogert could not have been deposed by any representative of the board of education.

The facts which led to the result are as follows:

In 1872 Mr. Bogert received a state normal school certificate and subsequent-

ly served as principal of two schools in the town of New Utrecht. After it was annexed to Brooklyn, these schools became Schools No. 103 and No. 105 of the city system, and Bogert continued as principal until June 1897 when he was assigned to duty as first assistant teacher in School 105. June 30, 1898, Superintendent Maxwell notified him that his services were no longer required, and has since refused to permit him to teach in any of the public schools, except as a substitute; in spite of the fact that on Sept. 1, 1897, a resolution was passed by the Brooklyn board of education appointing him head of department in School 105 for one year; and that on Jan. 25, 1898, the board adopted a resolution giving him a special permanent certificate, equivalent to a head of department certificate.

Miss Lally argued that by the Greater New York charter as originally passed, Bogert could be removed only after charges had been preferred and he had been convicted after a hearing. No charges whatever were preferred against him and the City Superintendent assuming that he had absolute power, summarily prevented him performing his duties.

Miss Lally contended that the special permanent certificate given to Bogert by the Brooklyn board of education prior to consolidation, was equivalent to a

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EDGAR F. SMITH, Professor of Chemistry, University of Pennsylvania: "The book pleases me much and will no doubt prove a very welcome text to teachers of chemistry."

T. GILBERT MCADDEN, Professor of Chemistry, Lebanon Valley College, Pa.: "Newell's Descriptive Chemistry has made a real and substantial contribution to the text literature of chemistry."

R. W. JONES, Professor of Chemistry, University of Mississippi: "It is an admirable book for those beginning chemistry with a view to a thorough course and an intelligent understanding and use of it."

EDWARD H. KRAUS, Head of Dept. of Science, High School, Syracuse, N. Y.: "Having used Newell's Descriptive Chemistry with my classes since last September, I repeat that it is by far the best text published in the United States on elementary Chemistry."

E. G. MERRIT, Lafayette High School, Buffalo, N. Y.: "I have been using Newell's Descriptive Chemistry in my classes during the past year and am much pleased with the book as a text."

GEORGE M. TURNER, Masten Park High School, Buffalo, N. Y.: "I am much pleased with this book. It fully covers the work required by the Regents and in a very satisfactory manner."

M. SMITH THOMAS, Central High School, Buffalo, N. Y.: "It is most satisfactory for High school work, in proof of which I refer you to the excellent results which our students have obtained in the Regents' and in the Cornell Scholarship examinations."

L. C. KARPINSKI, Department of Chemistry, Oswego Normal School, N. Y.: "Newell's Descriptive Chemistry seems to me to be the most satisfactory work on the market."

H. W. HANNUM, Instructor in Chemistry, State Normal School, California, Pa.: "I have examined it and find it especially good. I have requested its adoption for use this year."

E. S. DIETER, Teacher of Chemistry, High School, Allentown, Pa.: "Our Board adopted Newell's Descriptive Chemistry. We are very glad for the change, the more so the longer we use this book."

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head of department certificate and entitled him to act as a principal of a school having not more than nine classes and located in the twenty-ninth, thirtieth, thirty-first and thirty-second wards.

The corporation counsel contended that Bogert did not hold a certificate to teach, issued by Dr. Maxwell and that the city superintendent could compel him to take another examination in order to qualify him to teach in the public schools. Miss Lally replied that Dr. Maxwell's certificate was not necessary, and that the New Utrecht teachers were exempt from another examination by the provisions of chapter 451 of the laws of 1894. The courts have sustained Miss Lally on all grounds taken by her.

A Tempest in Howard University.

Howard university is in a turmoil. The cause of the difficulty is the refusal of President Gordon to meet his fellow-teachers socially. The resentment of the colored teachers has extended to the colored students. So intense is the feeling that it appears necessary for Dr. Gordon to resign. In addition to his refusal to associate socially with the colored teachers, President Gordon maintains that it is better to teach colored young men and women manual trades, rather than Latin and Greek. The colored professors stoutly maintain that they do not want the ideas of Booker T. Washington to dominate the institution. They insist that there should be at least one institution in the South where a colored boy or girl may get a classical education.

Doubleday, Page & Company announce an increase in the scope of *Country Life in America*. The magazine will be enlarged to cover all the interests in country life, such as no magazine has ever done before. One of the permanent enlargements will be "The inside of the country home." The subscription price, beginning in Feb. '06, will be \$4. Single copies, 3c.

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Here and There.

Rev. Joseph Warren Cross is Harvard's oldest graduate. This venerable gentleman recently celebrated his ninety-seventh birthday.

The press department of the National Educational Association will be in charge of Mr. Geo. W. Wharton, private secretary to Pres. William H. Maxwell.

Prof. J. Lawrence Laughlin, of the University of Chicago, has been invited to lecture before the Berlin Association for Post-graduate Study of Political Science next winter. It is understood that the invitation constitutes part of Emperor William's plan for the interchange of professors between the United States and Germany.

Married women are hereafter barred from teaching in the Cambridge, Mass., public schools. Two married teachers have, however, been on the list, but when Superintendent Cogswell sent in his recent nominations their names were left off.

H. V. McChesney has recently been made superintendent of public instruction for the state of Kentucky.

As a result of his visit to Tuscaloosa, Ala., during the recent southern conference, Robert C. Odgen, president of the Southern Education Board, has presented the Colored city school with 100 volumes for the library.

Prof. Abraham F. Onderonk, head teacher of science in the Albany, N. Y., high school, has been a school teacher for forty-six years. He recently resigned and will make his home in St. Louis, Mo.

Dr. Maximilian P. E. Groszman, of "Wachung Crest," Plainfield, N. J., was married, on June 12, to Miss Mary S. Emmons, of Washington, D. C. Dr. Groszman is principal of a school for abnormal children, situated in Plainfield.

Prin. P. A. Lyon, of the Trimble and Howard, Tenn., schools, has received the appointment as superintendent of the three public schools at Murfreesboro. He will take up his new work next term.

Rev. Thomas E. Marshall, of Carrollton, Miss., has been elected president of the Clarksville, Tenn., Female Academy. Mrs. Marshall will assist her husband in the work.

Supt. William Johnson, of the Clinton county, Ill., schools, announces the opening of the county institute at Carlyle for the week beginning July 3. Prof. H. W. Shryock will have charge of the work.

The Rev. Dr. Herbert Welch, formerly pastor of the Methodist Episcopal Church at Mt. Vernon, N. Y., was installed as president of Ohio Wesleyan university at Delaware O., on June 22.

Prof. H. C. Harper will conduct a summer Normal at Nogal, N. M. The institute will open June 26 and continue two months.

A school-boy of Dolgeville, N. Y., recently made a vicious attack on his teacher, Miss Carrie Misner. While attempting to correct the youngster he inflicted a deep gash in her head with a knife. The boy is only fourteen years old, but is large for his age.

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Christian Brothers Normal School.

The recent ceremony of laying the cornerstone of the new Normal college and novitiate of the Christian Brothers, at Pocantico Hills, N. Y., was a red letter day in the history of Catholic education.

Archbishop Farley, assisted by Mgr. Lavelle, conducted the ceremony, at the conclusion of which Mgr. Lavelle made a brief address, calling attention to the first normal school, founded over 200 years ago by a young French nobleman, De La Salle. "He was the king of educators," the speaker said, "and the world owes to him a greater debt of thanks than it can ever pay."

"We have Catholics of wordly minds who send their children to other colleges, with the excuse they desire to have them learn and see the other view of things. This is a lame excuse and they have nothing at all to back it up."

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Archbishop Farley followed Mgr. Lavelle, saying in part: "The men from here will train your children to be good, God fearing, honest citizens of this great country. Success is not the getting of the millions, but in being the fearless, upright citizen who has God in his heart."

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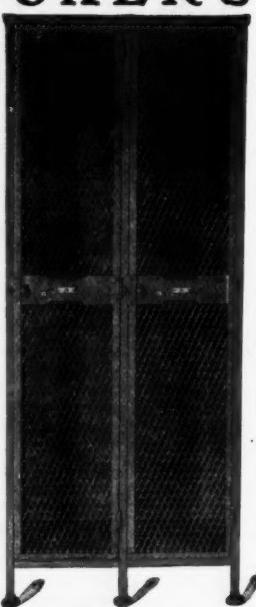
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Recent Deaths.

News comes of the death of one of Tennessee's oldest and most beloved educators, Prof. William J. Grannis, A.M., for fifty years principal of the preparatory department of Cumberland university.

Professor Grannis was born in New York state, and was graduated from the State Normal college. Soon after graduation he took up his residence in the South, and for sixty years has been intimately connected with educational work. He has trained for college many of the most prominent and ablest men of the South, and thousands of his former pupils will be saddened at the announcement of his death, at the age of eighty-three years.

This remarkable teacher will be missed from the conferences of educators. He was constantly in demand at summer institutes and educational conventions, where his broad culture and Christian spirit made him a leading factor.

Mr. Howard G. Scarborough, president of the Scarborough Company, geographical publishers, of Indianapolis and Boston, died at Oracle, Ariz., June 10, at the age of thirty-eight. He became president of the company on the death of his brother, the late Walter C. Scarborough, which took place at Tucson rather more than a year ago. Mr. Scarborough had not been in Boston since November, 1900, at which time he went to Europe with his wife for the benefit of his health. He spent the next few years there, devoting his energies to the establishment and direction of the European department of the enterprise. On his return to America two years ago, he stayed at Ashville, N. C., later locating with his family in Arizona, where he had since resided. As president, Mr. Scarborough took an active part in the life of the company. He directed its affairs from Oracle.

Art-Schooling for Americans in Rome.

What the academy in Rome proposes to do is to provide the opportunity for an artist to cultivate himself,—to give him the advantages of cloisteration for a period long enough for him to absorb the ideals of the great art of the past, and to stimulate his imagination and his invention by diligent study and by close acquaintance with the masterpieces with which Rome abounds in overwhelming profusion. Rome has been selected because there, more than in any other place in the world, the allied arts of architecture, sculpture, and painting can be studied to the best advantage and under the most favorable circumstances, and the sister art of music can be studied to great profit. Besides the cloisteration, which consists of residence in the villa belonging to the academy, with the uninterrupted pursuit of studies, under competent and sympathetic direction, a certain amount of travel is also an important part of the curriculum. The period of travel varies, of course, according to the branch of the profession. Music, for example, which is one of the departments, as it is in various foreign academies, requires more study away from Rome than the other branches.—From "The American Academy in Rome," by F. D. Millet, in the *American Monthly Review of Reviews* for June.



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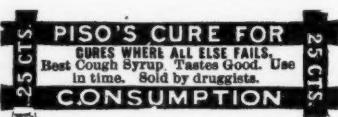
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The Rt. Rev. William Boyd Carpenter, Bishop of Ripon, contributes to the literature of religion "The Witness to the Influence of Christ" (Houghton, Mifflin & Co.), a volume based upon the Noble Lectures delivered by him at Harvard university. He claims that religious faith is based on facts which are scientifically ascertainable. He discusses the debt of the world to great personalities, and the relation of greatness to a perfect harmony with God, and then goes on to urge the revivifying of Christian doctrines by laying them beside the principles of Christ. He develops the arguments against a religion which is chiefly occupied with matters outside man's consciousness. In the last chapter the bishop sums up his argument with a discussion of the question whether we can reach an assurance of faith which fills the needs of our character and our conduct. He pleads for the heroism of faith as against the demand for certitude and a supreme earthly authority; and closes with an assertion of the inseparability of religion and ethics.

Dr. Carpenter is a well-known writer on religious subjects in England, being the author of a popular "History of the Church of England" and "The Religious Spirit in the Poets." He was for some years honorary chaplain to Queen Victoria, and visited this country last autumn as a delegate to the Peace Conference and a guest of the Triennial Episcopal Convention.

Mr. H. G. Wells, in his new sociological romance, "A Modern Utopia," which deals with the ideal state of the future, has taken for his governing class a body of men whom he calls "The Samurai." These men are a sort of voluntary nobility and their order is open to any male over twenty-five in a reasonably healthy and efficient state. In their hands is the rule of the world, not merely the political rule, but also the educational, legal, financial, and professional rule. Those who enter the order are obliged to follow certain regulations. They may not smoke, drink, gamble, sell anything for their own profit, act or sing, neither keep a servant, nor act as a servant, nor can they engage in any competitive sports. They must lead a healthy, hygienic life, and, among other things, read at least one book a month, and they must marry. Women are admitted to this order also under a parallel and interestingly worked out set of rules. The Samurai are an institution well worth looking into. (Charles Scribner's Sons.)

Apropos of Donald Mackenzie Wallace's "Russia" (Holt) (first issued in 1877, and now thoroughly overhauled and brought up to date by the author), Grant Duff tells an amusing story that is going the rounds:

Wallace, many years ago, found himself at a club in Edinburgh, where he fell into conversation about Russia with a youth who put forward some views in which he could not acquiesce. "Oh," said this personage, "It is all very well for you to say that you do not agree with me, but I know all about it. I have just been reviewing Wallace's 'Russia.'" "And I have just been writing it," was the natural reply. The young man lived to be very famous; he was R. L. Stevenson.

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